

Colorado State University PUEBLO



2018-19
CATALOG



WWW.CSUPUEBLO.EDU/CATALOG

UNIVERSITY CALENDAR 2018-2019

Colorado State University-Pueblo

FALL AND SPRING SEMESTERS

Regular academic semesters consist of 15-week terms, including official holidays and the final examination period. Specific information about each academic semester is available prior to the beginning of each semester in the Semester Notes posted on our University web site at: <http://www.csupueblo.edu/Records/SemesterNotes/Pages/default.aspx>

ORIENTATION SCHEDULE

New first-year and new transfer students must attend orientation. Please view orientation sessions and dates at: <http://www.csupueblo.edu/StudentLife/Orientation>.

FALL **2018**

Registration Begins March 12
Classes Begin Aug. 20
End Add Period (full-term courses) Aug. 24
End Drop Period (full-term courses) Sept. 3
Fall 2017 Graduation Contract Due Sept. 14
End of Full-term Course Withdrawal Period Oct. 19
Thanksgiving Break Nov. 19-23
Classes End Nov. 30
Final Exams Dec. 3-7

SPRING **2019**

Registration Begins Oct. 15 (18)
Classes Begin Jan. 14
End of Add Period (full-term courses) Jan. 18
End Drop Period (full-term courses) Jan. 28
Spring 2018 Graduation Contract Due Feb. 8
End of Full-term Course Withdrawal Period .. March 15
Spring Break March 18-22
Classes End April 26
Final Exams April 29 – May 3
Commencement May 5

Short-term courses in Fall and Spring have shorter course drop and withdrawal dates. These appear on the student schedule.

SUMMER COLLEGE

Summer College consists of multiple sessions. Specific information about Summer College is available prior to the beginning of the first session in the Semester Notes posted on our University web site at: <http://www.csupueblo.edu/Records/SemesterNotes/Pages/default.aspx>

SUMMER **2019**

Registration Begins Oct. 15 (18)

First 4, 6 and 12-week Sessions

Classes Begin May 13
Memorial Day (University Closed) May 27 (M)
Summer 2018 Graduation Contract Due May 31
Classes End
(First 4-week) June 6
(First 6-week) June 20
(12-week) Aug. 1

Second 4-week Session

Classes Begin June 10
Independence Day Holiday Observed
(University Closed) July 4 (Thurs.)
Classes End July 3

Second 6-week Session

Classes Begin June 24
Independence Day Holiday Observed
(University Closed) July 4 (Thurs.)
Classes End Aug. 1

Third 4-week Session

Classes Begin July 8
Classes End Aug. 1

All individual Summer course drop and withdrawal dates appear on the student schedule.

Vol. LVI

catalog issue
2018-2019

Colorado State University-Pueblo
2200 Bonforte Boulevard
Pueblo, Colorado 81001

Telephone: (719) 549-2100
Web site: www.csupueblo.edu

An Invitation

You are cordially invited to visit the Colorado State University-Pueblo campus, meet members of the faculty and administration, and inspect the facilities of the university. Escorted tours of the campus will be provided on request. The administrative offices are open from 8 a.m. to 5 p.m. Monday through Friday. Please call or write the Visitor Center in advance of your visit: (719) 549-2418.



Colorado State University-Pueblo is committed to maintaining respectful, safe, and nonthreatening educational, working, and living environments. In furtherance of this commitment CSU-Pueblo does not discriminate on the basis of age, citizenship, creed, color, disability, gender, gender expression, gender identity, genetic information, national origin or ancestry, pregnancy, race, religion, sex, sexual orientation, veteran status, or because an individual has inquired about, discussed, or disclosed their own pay or the pay of another employee or applicant. CSU-Pueblo is an affirmative action/equal opportunity institution. It encourages diversity and provides equal opportunity in education, employment, all of its programs and activities, and the use of its facilities. CSU-Pueblo takes affirmative action to employ qualified women, racial/ethnic minorities, protected veterans, and individuals with disabilities. For any inquiries or concerns regarding discrimination, protected class harassment, or sexual misconduct, please contact the Office of Institutional Equity at (719) 549-2210 or by visiting the Administration Building – Suite 304.

Colorado State University PUEBLO™

PARKING SECTORS

NORTH: N-1, N-2, N-3, N-4, N-5, N-6, N-7, N-8

EAST: E-1, E-2, E-3, E-4, E-5, E-6, E-7, E-8 (north & south), E-9, E-10, E-11

SOUTH: S-1, S-2, S-3, S-4

WEST: W-1, W-2, W-3, W-4, W-5, and W-6 (north & south)
*Visitors with permit may park in visitors lot or white lines only

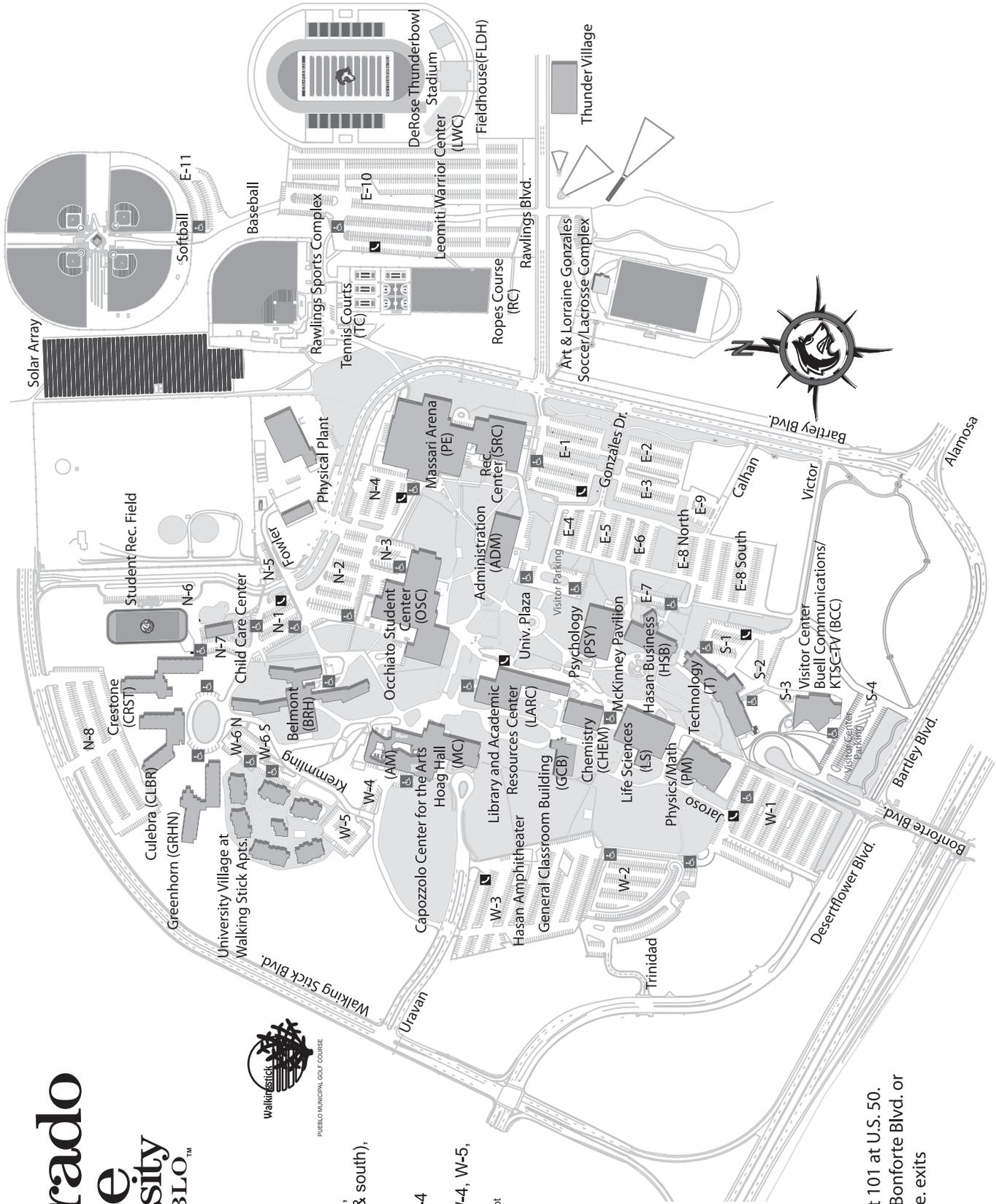


Emergency Phones



Handicapped

I-25 Exit 101 at U.S. 50.
 East to Bonforte Blvd. or
 Troy Ave. exits



2200 Bonforte Blvd. • 719-549-2100 • www.csupueblo.edu

TABLE OF CONTENTS

Directory (Telephone).....	4
Degree Programs.....	8
The University.....	14
Admission.....	19
Requirements.....	20
Residency Classification.....	25
Student Financial Services.....	30
Student Services.....	38
Academic Policies.....	49
Special Academic Programs and Services.....	77
Graduate Programs.....	87
Biochemistry (MS).....	95
Biochemistry (BS/MS) 3 + 2 Plan.....	97, 209
Biology (MS).....	92
Biology (BS/MS) 3+2 Plan.....	94, 203
Chemistry (MS).....	94
Chemistry (BS/MS) 3+2 Plan.....	95, 209
Master of Business Administration (MBA).....	97
Integrated BSBA/MBA Program.....	99, 229
Integrated BS-CIS/MBA Program.....	99, 230
Integrated BS-CM/MBA Program.....	99, 123, 231
Master of Education (M.Ed.).....	99
Engineering (MS).....	105
English (M.A.).....	109
Joint BA-ENG/MA Program.....	110, 167
Industrial and Systems Engineering (MS).....	106
Nursing (MS).....	111
Undergraduate Programs	
College of Education, Engineering, and Professional Studies.....	116
College of Humanities and Social Sciences.....	158
College of Science and Mathematics.....	202
Hasan School of Business.....	220
Course Description Information.....	233
University Personnel.....	320
Index.....	334

DIRECTORY

NOTE: 549- IS THE PREFIX FOR ALL NUMBERS

Any exceptions to the 549 prefix will be noted.

INFORMATION (GENERAL)2100

FREQUENTLY CALLED OFFICE LISTINGS

A

Academic Advising	
Center for Academic Enrichment	2584
First-Year Freshmen	
Continuing Students (Undeclared Major)	
Continuing or New Transfer Students with a	
Declared Major	Academic Department
Academic Affairs (Provost Office).....	2313
Accounting Department (Academic).....	2142
Accounting (Financial)	
Accounting	2145
Accounts Payable	2238
Billing Services.....	2181/2253
Cashier.....	2131
Controller	2943
Payroll	2801
Admissions	2462
Aerobics/Group Fitness.....	2070
Affirmative Action/EEO.....	2210
Alcohol and other Drug Education.....	2121
Alumni	2858
Army ROTC.....	2141/2163
Art Department.....	2835
Art Gallery.....	2404
Associated Students' Government	2866
Athletic Trainer	2431/2234
Athletics.....	2711
Audit Department	2133
Automotive Industry Management Department (AIM) ..	2879
Auxiliary Services.....	2149

B

Baseball	2065
Basketball	
Men's	2713
Women's.....	2382
Billing Services (Student)	2181/2253
Biology Department.....	2743
Bookstore	2146
Budget (Finance and Administration Office).....	2314
Buildings and Grounds.....	2211
Business, Hasan School of	2142

C

Cafeteria	2831
Capps Capozzolo Center	2865
Career Center	2980
Cashier.....	2131
Catering	2922
Center for Academic Enrichment	2584
Academic Advising.....	2584
First-Year (First-time Students)	
Undeclared (Continuing & New Transfer)	
Academic Improvement Program.....	2584
Gen Ed Tutoring Center.....	2901
National Test-Site Services.....	2172
Writing Room	2901
Center for International Programs	2329
Challenge Course	2023
Chemistry Department	2574
Chicano Studies (Academic).....	2620
Child Care Center	2745
Civil Engineering Technology Program.....	2890
Club Sports	2087
College Assistant Migrant Program (CAMP)	2402
Colleges	
College of Education, Engineering, and	
Professional Studies (CEEPS)	2696
College of Humanities & Social Sciences	2863
College of Science and Mathematics.....	2340
Hasan School of Business	2142
Communication & Rhetoric (Academic)	2595
Computer Information Systems (Academic).....	2142
Computer Labs	
CEEPS Lab.....	2836
English Lab	2989
Conference Scheduling.....	2161
Construction Management (Academic).....	2890
Controller	2943
Accounting	2145
Accounts Payable	2238
Billing Services.....	2181/2253
Cashier.....	2131
Payroll.....	2801
Copy Center.....	2894
Counseling Center	2830
Crestone Residence Hall	2701
Cross Country	2556
CSU Extension Office	583-6566
CSU-Pueblo Today	2847
Advertising	2812
Culebra Residence Hall (Residence Office).....	2602
Custodial Services	2211

D

Day Care (Child Care Center).....	2745
Development & Foundation Scholarships	2380

Dining Services2831
 Director2920
 Disability Resource and Support Center2648
 Dormitories/Residence Halls
 Crestone Residence Hall2701
 Culebra Residence Hall (Residence Office).....2602
 Greenhorn Residence Hall.....2720

E

Education, Engineering, and Professional Studies
 College Office.....2696
 Educational Opportunity Center (TRIO)2457
 Engineering Department (Academic)2890
 English/Foreign Language Department.....2143
 English Lab2989
 Language Lab2578
 English Language Institute2329
 Environmental Health & Safety2211
 Exercise Science, Health Promotion and
 Recreation (EXHPR) Department 2381
 Extended Studies2316
 Tower Location.....719-442-2264
 Ft. Carson Office.....719-526-2509
 External Affairs2810

F

Facilities Management (Physical Plant).....2211
 Finance and Administration.....2314
 Financial (Controller)
 Accounting2145
 Accounts Payable2238
 Billing Services.....2181/2253
 Cashier.....2131
 Controller2943
 Payroll2801
 Financial Aid
 Financial Aid.....2753
 Scholarships.....2753
 First-Year Student Advising.....2584
 Food Services2831
 Football2711
 Foundation Office2380

G

General Education Tutoring Center.....2901
 Golf - Men's and Women's2254
 Graduate School (Admissions).....2462
 Graduate Studies/Research2313
 Greenhorn Residence Hall2720

H

Hasan School of Business2142
 Health Center2830
 Health Education and Prevention (HEP) Program2121
 Help Desk (Information Technology Services)2002

History/Philosophy/Political Science/Geography
 Department2156
 Honors Minor Program Office.....2429
 Housing/Residence Life Office2602
 Human Resources2441
 Humanities & Social Sciences College Office2863

I

Information (General)2100
 Information Technology Services2566
 Help Desk2002
 Institutional Research and Analysis2110
 Instructional Technology Center.....2024
 Intercollegiate Athletics2711
 International Student Services2329
 Intramurals2087

K

KTSC-FM Radio/Rev 892821
 Request Line.....2820
 KTSC-TV/Rocky Mountain PBS.....543-8800

L

La Cantina.....2831
 Lacrosse
 Men's2028
 Women's.....2068
 Dining Services2831
 Director2920
 Liberal Studies Program.....2681
 Library2333
 Acquisitions.....2326
 Archives2475
 Cataloging/Periodicals2714
 Circulation2386
 Dean2361
 Information Desk.....2451
 Instruction2363
 Interlibrary Loans2362
 Reference2333
 Licensing/Graphics Standards2810
 Lost and Found2149

M

Mail Services/Shipping and Receiving2846/2299
 Maintenance.....2211
 Massari Arena (Athletics)2711
 Mass Communications Department2010
 Math Learning Center2189
 Mathematics/Physics Department.....2433
 Media Request/News (External Affairs Office)2810
 Military Science2163
 Music Department2552

N

National Test-Site Services2172
 Newspaper (CSU-Pueblo Today)2847
 Advertisements2812
 Nursing Department (Academic)2871

O

Occhiato University Center2149
 Off-Campus Programs (Extended Studies)2316
 Operator (University)2100
 Orientation2687
 Outdoor Pursuits2091
 Challenge Course2023

P

Parking/Parking Appeals2373
 Payroll2801
 Peer Tutoring2111
 Physical Plant
 Office2211
 Custodians2211
 Grounds2211
 Shipping and Receiving/Mail Services 2299/2846
 Physics/Math Department (Academic)2433
 Police/Security2373
 Post Office/Shipping and Receiving 2846/2299
 President's Leadership Program2060
 President's Office2306
 Printing Services2893
 Quick Copy Center2894
 PROPEL2787
 Provost's Office2313
 Psychology Department2156
 Publications/photography2073
 Pueblo County Sheriff's Office2373
 Pueblo Hispanic Education Foundation2563
 Purchasing2772

Q

Quick Copy Center2894

R

Radio Station/Rev 892821
 Request Line2820
 Rawlings Field2711
 Recreation Department (Academic)2381
 Recreation Center2085
 Registrar's Office2261
 Research and Graduate Studies2313
 Residence Life and Housing2602
 Belmont Residence Hall2601
 Crestone Residence Hall2701
 Culebra Residence Hall (Housing Office)2602

Greenhorn Residence Hall2720
 University Village at Walking Stick2602
 Rocky Mountain PBS543-8800
 Room Scheduling (Academic)
 CEEPS2696
 CHASS2863
 HSB2108
 SCI & MATH2340
 Room Scheduling (Athletic Facilities) (Fieldhouse)2050
 Room Scheduling (Hoag Recital Hall)2552
 Room Scheduling (OUC, Outdoor Amphitheater,
 Fountain Plaza, and Grassy Areas)2161
 Room Scheduling (Residence Hall)2602
 ROTC Program2163

S

Safety and Environmental Health2211
 Scholarship Awards2753
 School Paper (CSU-Pueblo Today)2847
 Advertising2812
 Science & Mathematics College Office2340
 Shipping and Receiving/Mail Services 2299/2846
 Soccer
 Men's2793
 Women's2007
 Social Work Department2631
 Sociology/Anthropology Department2143
 Softball2767
 Sports Information Director2022
 Student Conduct2586
 Student Counseling Center2838
 Student Employment2753
 Student Engagement and Leadership2151
 Student (Financial)
 Billing Services 2181/2253
 Cashier2131
 Financial Aid2753
 Veterans' Educational Benefits2910
 Student Government2866
 Student Health/Counseling Services2830
 Student Judicial Affairs2092
 Student Life2586
 Student Organization/Club Information2151
 Student Recreation Center, Information Line2085
 Challenge Course2023
 Club Sports2087
 Intramurals2087
 Outdoor Pursuits2091/2023
 Student Services and Enrollment Management2997
 Student Support Services2111
 Swimming2852
 Switchboard Operator/Information2100

T

TDD (Telecommunication for the Deaf)
 (LARC 102) 2986
 (Occhiato Center 110) 2992
 Teacher Education Program 2681
 Technology Services 2566
 Help Desk 2002
 Telephone Services 2566
 Tempered Steel Literary Magazine 2082
 Tennis 2740
 Testing Information (National Test-Site Services) 2172
 Track and Field 2556
 Training Rooms 2272/2234/2431/2530
 TRIO Educational Opportunity Center 2457
 TRIO Programs 2575

U

University Village at Walking Stick 2602
 Upward Bound 2750

V

Veterans' Educational Benefits 2910
 Veterans' Resource Center 2875
 Veterans' Upward Bound 2824
 Pikes Peak Community College 719-502-4020
 Pueblo Community College 549-3077
 Vice President of Finance & Administration 2314
 Vice President of Student Services & Enrollment
 Management 2997
 Visitor & Transfer Center 2418
 Volleyball 2012

W

Walking Stick Apartments (University Village) 2602
 Web Communications 2358
 Wrestling 2794
 Writing Room 2901

DEGREE PROGRAMS

The following is a list of majors and degrees available at Colorado State University-Pueblo. Many of these majors include special emphases and many departments also offer minor programs of study. For more specific information please refer to the college and department sections of this catalog.

COLLEGE OF EDUCATION, ENGINEERING, AND PROFESSIONAL STUDIES

Automotive Industry Management.....	BS
Civil Engineering Technology.....	BSCET
Construction Management.....	BS
Education.....	M.Ed.
Early Childhood Education.....	BS
Engineering.....	MS
Engineering with a Specialization in Mechatronics.....	BSE
Exercise Science, Health Promotion, and Recreation.....	BS
Industrial Engineering.....	BSIE
Industrial and Systems Engineering.....	MS
Liberal Studies.....	BS
Nursing.....	BSN, MS

Teacher Education Program

The Teacher Education Program collaborates with other academic units to offer program leading to Colorado teacher licensure in the following endorsement areas:

- Art (K-12)
- Elementary Education (K-6)
- English (7-12)
- World Languages (Spanish K-12)
- Mathematics (7-12)
- Music (K-12)

- Physical Education (K-12)
- Science (7-12)

The following require an initial teaching license:

- Instructional Technology
- Linguistically Diverse
- Special Education

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

Art.....	BA, BFA
Criminology.....	BA, BS
English.....	BA, M.A.
3+2 Joint Degree Program.....	BA + M.A.
History.....	BA, BS
Mass Communications.....	BA, BS
Music.....	BA
Political Science.....	BA, BS
Psychology.....	BA, BS
Social Work.....	BSW
Sociology.....	BA, BS
World Language-Spanish.....	BA

COLLEGE OF SCIENCE AND MATH

Biochemistry.....	MS
3+2 Joint Degree Program.....	BS + MS
Biology.....	BS, MS
3+2 Joint Degree Program.....	BS + MS
Chemistry.....	BS, MS
3+2 Joint Degree Program.....	BS + MS
Mathematics.....	BA, BS

Physics.....	BS
Wildlife and Natural Resources.....	BS

HASAN SCHOOL OF BUSINESS

Accounting.....	BSBA
Business Administration.....	MBA
3+2 Integrated Degree Program – Construction Management.....	BS + MBA
3+2 Integrated Degree Program - Computer Information Systems.....	BS + MBA
3+2 Integrated Degree Program - Management.....	BSBA + MBA
3+2 Non-Integrated Degree Program.....	BS/BA + MBA
Business Management.....	BSBA
Computer Information Systems.....	BS
Economics.....	BSBA

GRADUATE MAJORS/EMPHASIS AREAS

The following is an alphabetical list of graduate majors and their emphasis areas that are available at Colorado State University-Pueblo. This list is subject to change.

Graduate Major/Emphasis Area	Degree	Page
Biology.....	MS.....	92
3+2 Joint Degree Program.....	BS + MS.....	94, 203
Biochemistry.....	MS.....	95
3+2 Joint Degree Program.....	BS + MS.....	97, 209
Business Administration.....	MBA.....	97
Healthcare Administration Emphasis		
3+2 Integrated Joint Degree Program – Construction Management.....	BS + MBA.....	99, 123, 231
3+2 Integrated Degree Program - Computer Information Systems.....	BS + MBA.....	99, 230
3+2 Integrated Degree Program - Management.....	BSBA + MBA.....	99, 229
3+2 Non-Integrated Degree Program.....	BS/BA + MBA.....	232
Chemistry.....	MS.....	94
3+2 Joint Degree Program.....	BS + MS.....	95, 209
Education.....	M.Ed.....	99
Art Education Emphasis		
Curriculum & Instruction Emphasis		
Early Childhood Education Emphasis		
Early Learning Emphasis		
English Emphasis		
Health & Physical Education Emphasis		
Instructional Technology Emphasis		
Linguistically Diverse Education Emphasis		
Music Education Emphasis		
Space Studies for Educators Emphasis		
Special Education Emphasis		
World Language Emphasis		
Engineering.....	MS.....	105
Mechatronics Emphasis		
Railroad Engineering Emphasis		
English.....	M.A.....	109
3+2 Joint Degree Program.....	BA/M.A.....	110
Industrial and Systems Engineering.....	MS.....	106

Nursing.....	MS	111
Adult/Gerontology Acute Care Nurse Practitioner Emphasis		
Adult/Gerontology Acute Care/Family Nurse Practitioner Emphasis		
Nurse Educator Emphasis		
Psychiatric-Mental Health Nurse Practitioner Emphasis		

UNDERGRADUATE MAJORS/EMPHASIS AREAS

The following is an alphabetical list of undergraduate majors and their emphasis areas that are available at Colorado State University-Pueblo. This list is subject to change.

Major/Emphasis Area	Degree	Page
Accounting	BSBA	221, 223
Art	BA, BFA.....	159
Art Education K-12 Emphasis	BA	
Art History Emphasis.....	BA	
Automotive Industry Management.....	BS.....	117
Biology	BS.....	203
Basic Biology Emphasis		
Biomedical Sciences		
Pre-Chiropractic Emphasis		
Pre-Dental Emphasis		
Pre-Medical Emphasis (including Osteopathic, Podiatric and Optometric)		
Pre Medical Laboratory Science Emphasis		
Pre-Occupational Therapy Emphasis		
Pre-Pharmacy Emphasis		
Pre-Physical Therapy Emphasis		
Pre-Physician Assistant Emphasis		
Pre-Veterinary Medicine Emphasis		
Environmental Biosciences Emphasis		
Cellular and Molecular Biosciences Emphasis (including Forensics & Bioinformatics)		
Biology/Chemistry Double Major Emphasis		
Biology Secondary Certification Emphasis		
Business Management.....	BSBA	221, 223
Agribusiness Emphasis		
Information Technology Emphasis		
Marketing Emphasis		
Organizational Risk and Security Management Emphasis		
Sports Industry Management Emphasis		
Chemistry	BS.....	210
ACS Certified Emphasis		
Basic Chemistry Emphasis		
Biochemistry Emphasis		
Environmental Chemistry Emphasis		
Pre-Medicine Emphasis		
Pre-Pharmacy Emphasis		
Pre-Veterinary Emphasis		
Secondary Teaching Certification Emphasis		
Civil Engineering Technology.....	BSCET.....	118
Computer Information Systems.....	BS.....	225
Cyber Security Emphasis		
Data Analytics Emphasis		
Software Development Emphasis		
Construction Management	BS.....	121
Criminology	BA, BS	197
Early Childhood Education	BS.....	150
K-3 Licensure Emphasis		

Economics.....	BSBA.....	221,228
Finance Emphasis		
Engineering with a Specialization in Mechatronics.....	BSE.....	125
English.....	BA.....	164
Creative Writing Emphasis		
Secondary Teaching Endorsement Emphasis		
Exercise Science, Health Promotion, and Recreation.....	BS.....	132
General Exercise Science Emphasis		
Health Promotion Emphasis		
Physical Education K-12 Teacher Preparation Emphasis		
Pre-Athletic Training Emphasis		
Recreation Emphasis		
Strength & Conditioning Emphasis		
History.....	BA, BS.....	172
History Secondary Education Emphasis.....	BS	
Industrial Engineering.....	BSIE.....	127
Liberal Studies.....	BS.....	152
Mass Communications.....	BA, BS.....	177
Electronic Media Emphasis		
Integrated Communication Emphasis		
Journalism Emphasis		
Mathematics.....	BA, BS.....	214
Secondary Certification Emphasis		
Music.....	BA.....	182
Music Education K-12 Emphasis		
Music Performance Emphasis		
Nursing.....	BSN.....	140
Physics.....	BS.....	216
Physical Science Secondary Certification Emphasis		
Physics Secondary Certification Emphasis		
Political Science.....	BA, BS.....	173
Secondary Education Emphasis		
Psychology.....	BA, BS.....	190
Social Work.....	BSW.....	192
Sociology.....	BA, BS.....	196
Spanish (see under World Language-Spanish listed below)		
Wildlife and Natural Resources.....	BS.....	207
Aquatic Emphasis		
Terrestrial Emphasis		
World Language-Spanish.....	BA.....	168
World Language-Spanish Education K-12 Emphasis		

MINORS

The following is a list of approved minors available at Colorado State University-Pueblo. This list is subject to change.

Minor	Page
Accounting.....	223
Anthropology.....	199
Art.....	161
Automotive Industry Management.....	118
Biology.....	206
Business Administration.....	225
Cannabis Studies.....	161
Chemistry.....	213
Chicano Studies.....	162
Coaching.....	139

Degree Programs

Communication & Rhetoric.....	171
Composition and Music Theory.....	187
Computational Mathematics.....	215
Computer Information Systems.....	227
Creative Writing.....	167
Data Analytics.....	225
Economics.....	228
Education.....	149
Engineering.....	129
English.....	165
Exercise Science and Health Promotion.....	139
Finance.....	228
Fitness and Recreational Sports Management.....	140
French.....	170
History.....	173
Homeland Security.....	175
Honors.....	79
Industrial Engineering.....	129
Italian.....	170
Jazz Studies (Music).....	188
Leadership Studies.....	77
Legal Studies.....	176
Marketing.....	225
Mass Communications.....	180
Mathematics.....	215
Military Science (ROTC Program).....	180
Music.....	187
Music and Audio Production.....	187
Non-Profit Administration.....	189
Organ Performance Studies (Music).....	188
Outdoor Physical Education.....	139
Philosophy.....	176
Physics.....	219
Piano Pedagogy.....	188
Political Science.....	174
Professional Biology.....	206
Psychology.....	191
Reading.....	156
Recreation.....	140
Sociology.....	197
Spanish.....	170
Supervisory Management.....	225
Sustainability.....	129
Women's Studies.....	200

CERTIFICATE PROGRAMS

Some departments offer certificates upon completion of certain programs. The University does not transcript certificates, so all records of the program completion and the issuance of the actual certificates are administered by the issuing department. The following is a list of approved certificates available at Colorado State University-Pueblo. This list does not contain any certificates given through Extended Studies. This list is subject to change.

Diversity Studies.....	163
Graduate Certificate in English.....	110
Homeland Security Studies.....	175
Lean Green Belt.....	130
NSA-CAE Certificate in Cyber Security Defense.....	228
Post Masters Certification (Nursing).....	115

Performance Certificate (Elective within the Music Education Emphasis only) 186
Railroad Engineering..... 108
Six Sigma Green Belt..... 131

HISTORY

Since its incorporation in 1933 as Southern Colorado Junior College to its current designation as a regional, comprehensive university, CSU-Pueblo has served the changing educational, economic development, and cultural needs of the citizens of Colorado.

1933-37	Southern Colorado Junior College
1937-63	Pueblo Junior College
1963-75	Southern Colorado State College
1975-2003	University of Southern Colorado
2003–Present	Colorado State University-Pueblo

MISSION

Colorado State University-Pueblo was established by state law:

There is hereby established a University at Pueblo, to be known as Colorado State University-Pueblo, which shall be a regional, comprehensive university with moderately selective admissions standards. The University shall offer a broad array of baccalaureate programs with a strong professional focus and a firm grounding in the liberal arts and sciences. The University shall also offer a limited number of graduate programs. (Colorado Statutes 23-31.5-101)

In April, 2005 the Board of Governors of the Colorado State University System adopted a complementary, focused mission statement for the University that stresses its distinctiveness and central commitments.

Colorado State University-Pueblo is committed to excellence, setting the standard for regional, comprehensive universities in teaching, research and service by providing leadership and access for its region while maintaining its commitment to diversity.

In January 2016, the University also adopted a new vision statement. This statement further articulates the campus mission and strategic goals.

Colorado State University-Pueblo will enhance its reputation as a premier comprehensive regional university that offers a wide range of undergraduate degrees as well as specialized graduate degrees. As a federally designated Hispanic Serving Institution, CSU-Pueblo is committed to maintaining university accessibility which reflects southern Colorado's culturally and ethnically diverse student body, including first generation students. We will do so by offering excellent academics, affordable education, transformative opportunities, and supportive student life.

CSU-Pueblo will be distinguished by the integration of the liberal arts and sciences with professional preparations as well as an emphasis on experiential education that reflects skills and competencies needed in a global society.

CSU-Pueblo offers a wide array of undergraduate degree programs in the humanities, social sciences, sciences and math, education, engineering, nursing, business, and other professional areas. The University's educational focus is grounded in the traditional liberal arts and sciences, and addresses students' immediate and long-term educational needs. Students graduate with the knowledge necessary to enter their professions and with the problem solving, critical thinking, research, and communication skills required to keep current in those professions in the future.

Characteristic of regional comprehensive universities nationwide, CSU-Pueblo also offers selected master's degrees that meet regional and broad societal needs, including business, nursing, engineering, education, history and the sciences (biology, biochemistry, and chemistry).

As sister institutions, CSU-Pueblo and CSU in Fort Collins share many important values and commitments, even while they pursue different missions—CSU in Fort Collins as a large research, doctoral degree granting university and CSU-Pueblo as a small comprehensive, master's degree granting university. Both universities are committed to excellence and strive to set the quality standards for their types of institutions. Both have excellent undergraduate and graduate programs that serve the citizens of Colorado through teaching, research, and service. Both universities promote civic engagement, freedom of expression, innovation, environmental sustainability, inclusiveness and diversity, integrity and mutual respect, and both are committed to employing a student-centered focus, providing opportunity and access, and being accountable.

High-quality teaching and learning are Colorado State University-Pueblo's highest priorities. In recent years, program offerings have been expanded, new teaching and learning methods—especially those involving active, applied learning and technology—have been incorporated into all programs, faculty have strengthened their scholarly activities to stay current in their fields of expertise, and effective student academic support services (e.g., advising, learning centers, career planning) are readily available. As a result, CSU-Pueblo offers comprehensive and effective learning experiences that meet the many needs of our students.

The University is similarly committed to expanding access to higher education, especially for Colorado citizens. It has

expanded its recruitment, admissions and financial aid resources, as well as its evening and extended studies offerings, to provide high quality educational opportunities for a broader student population. It also works closely with other public institutions in the state to smooth the transfer process for incoming, outgoing, and dual enrollment students.

CSU-Pueblo's success in fulfilling its mission to be an educational resource for the state's diverse population is documented by the characteristics of our student body. We have a diverse student body including traditional and non-traditional students, campus-based and community-based students, students from Colorado and from foreign countries, first-year and transfer students, students fresh out of high school, students who are working professionals with families to support, and students of many different ethnicities and cultures. The University is strongly committed to providing access to members of all minority groups, particularly the Hispanic populations within its service area, emphasizing and fostering cultural pluralism, enhancing the traditions of culture and language, encouraging the development of economic opportunities, providing appropriate academic support programs, and ensuring equal opportunity for all persons who are, or may become, members of the university community. Indeed, because more than 25 percent of our students are Hispanic (34 percent in Fall 2017), the Federal Government has designated CSU-Pueblo as an Hispanic Serving Institution.

The high level of diversity in our learning community coupled with excellent academic and student life programs prepare our graduates well for the complex professional and personal lives that define modern society. Our graduates have proven their ability to transcend society's socioeconomic, educational, and cultural barriers by successfully entering professional occupations and graduate programs as highly informed and engaged members of their communities.

As a regional, comprehensive university, CSU-Pueblo takes a leadership role in enhancing the overall quality of life and economic growth in southeastern Colorado. Faculty, staff, and students provide and benefit from a wide array of community services including cultural and educational events and programs, clinical and health resources, student internships, workshops, consultations, and research on community and business problems. In partnership with other community organizations, the University has committed its time and talents especially to initiatives aimed at enhancing economic development, pre-kindergarten through high school educational opportunities, and a variety of cultural activities.

In summary, the University's statutory and focused mission statements guide the development of its comprehensive curriculum and degree programs, the

implementation of its high academic standards, the broad accessibility that students have to its resources, and its active involvement in service to the regional community. Directed by its clear mission-based commitments and energized by its fine faculty, staff, and students, Colorado State University-Pueblo strives for excellence in all of its activities.

THE CAMPUS

CSU-Pueblo spans more than 275 acres on the northeast edge of Pueblo, a culturally diverse city of nearly 110,000 in the colorful Pikes Peak region of southern Colorado. Located on the Front Range of the Rocky Mountains, the University enjoys an average of 320 days of sunshine each year. From sailing on Lake Pueblo, mountain biking on the miles of nearby trails, whitewater rafting on the Arkansas River or skiing and snowboarding in the nearby mountains, the University's 4,000+ students enjoy a wide range of outdoor activities. The Student Recreation Complex (2007) houses the Outdoor Pursuits Program, which provides outdoor gear such as mountain bikes, kayaks, tents, backpacks and other camping and climbing gear to students at nominal prices, as well as classes on how to use that equipment, and frequent trips to provide opportunities to test those skills.

With an emphasis on student life, our Occhiato Student Center houses the Office of Student Engagement and Leadership, the Associated Students' Government, and dozens of other student clubs and organizations to serve every interest. Concerts, movies, speakers, comedians and stage plays and musical performances are a regular feature at the many venues on campus and an artificial turf student recreation field hosts intramural and pickup games of flag football, soccer, lacrosse and more.

We offer a wide variety of housing options to serve student needs and interests. We have both traditional residential facilities and town house living accommodations for our upper classmen and have the ability to house close to 1500 students. Our housing programs offer vibrant activities, programs with services that enhance the students' undergraduate experience. Support services such as tutoring, advising, referrals, study services and a multitude of engagement opportunities enable our residents to have a safe and fulfilling collegiate experience and make it easier to achieve success in their educational programs. It is common to see faculty lead programs and interactions with residents, while others take advantage of lounges, exercise facilities, computer labs, basketball courts, a bistro and other amenities that make their residential experience a home away from home.

The campus landscape has changed dramatically in the last decade with renovations to its athletic and academic facility (Massari Arena) and a \$25 million makeover to the University Library as well as construction of a Student

Recreation Center, Student Recreation Field, the Neta and Eddie DeRose ThunderBowl football and track stadium, a three-part residence hall complex, an enhanced soccer/lacrosse complex, a \$16 million General Classroom Building, and a \$30+ million major renovation and expansion to the Occhiato Student Center.

The Neta and Eddie DeRose ThunderBowl houses intercollegiate programs in football, men's and women's cross country and track and field. Basketball, volleyball, and wrestling programs compete in Massari Arena, while the baseball and softball programs reside in the Rawlings Sports Complex, and soccer and lacrosse in the Art and Lorraine Gonzales Stadium.

GOVERNANCE

CSU-Pueblo is governed by the Board of Governors of the Colorado State University System, which also governs Colorado State University in Fort Collins and CSU-Global.

On matters delegated to the University, CSU-Pueblo is committed to a system of shared governance in which faculty, staff and students are engaged in setting the agenda for the University and in making decisions about how best to reach our goals and fulfill our mission. The President is assisted by a University Leadership Team which consists of the Provost, the Vice President for Finance and Administration, Vice President of Enrollment Management and Student Affairs, Deans, representatives from the Classified Staff, Administrative Professional Council, and Faculty Senate, and others.

ACCREDITATION

Colorado State University-Pueblo is accredited by the Higher Learning Commission, 230 N. LaSalle St., Suite 7-500, Chicago, IL, 60604, Phone (800) 621-7440.

Individual programs approved by specialized accreditation agencies include: athletic training, the Commission on Accreditation of Athletic Training Education (CAATE); chemistry, the American Chemical Society; civil engineering technology, the Engineering Technology Accreditation Commission of ABET; industrial engineering, the Engineering Technology Accreditation Commission of ABET; engineering, the Engineering Accreditation Commission of ABET; education, the Colorado State Board of Education; music, the National Association of the Schools of Music; nursing, Accreditation Commission for Education in Nursing (ACEN); and social work, the Council of Social Work Education (CSWE). The Hasan School of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB) International.

CLOSURE

In the case of extreme weather conditions, energy resource reductions, or situations impacting normal operating conditions, it may be necessary to curtail or shut down university operations. Decisions regarding campus closures will be made as early as possible. Closure decisions impacting on-campus and off-campus evening classes (i.e., Tower and Ft. Carson locations) will be made by 3 p.m. Even if conditions improve, a closure decision remains in effect for the time period specified. Announcements of class cancellations beyond an overall campus closure are the responsibility of individual instructors.

The Executive Director of External Affairs is responsible for notifying local and regional radio and television stations of campus closures through the Flashnet Media Service. Students and staff may access closure messages for the University and other area entities by logging on to <http://www.flashnews.net/rocky.html> and clicking on *View Current Info* or signing up to receive text message notification.

To receive text message notifications, students can simply sign on to their PAWS Student Services account and register in the "Emergency Text" tab. Students will be prompted to verify or update their information to the service when they log onto PAWS Student Services to register for classes each term. Faculty and staff can simply sign on to the Employee Portal account and register in the "Emergency Text" tab. Faculty and staff can also fill out the *Emergency Text Messaging* form and send it to Human Resources. Faculty and staff should update their information with Human Resources as it changes.

The following scenarios are pre-approved by University officials for immediate text notification:

- Dangerous Situation
- Hazardous Materials Warning
- Severe Thunderstorm Warning
- Tornado Warning
- Blizzard Warning

If the University is closed, a message also will be posted on the University's home page at: <http://www.csupueblo.edu>. Closure notification also will include the Pueblo Transportation Company and any appropriate non-law enforcement organizations.

CAMPUS EMAIL POLICY

CSU-Pueblo uses its campus email system for official communication. Consequently, all students, staff and faculty are required to utilize their assigned campus email account in accordance with the university electronic communications policy. Students are expected to read and

respond to messages in a timely, consistent fashion. If you need assistance accessing your email, contact the CSU-Pueblo Help Desk at 549-2002.

THE CLERY REPORT

University public safety is provided by the Pueblo County Sheriff's Office in conjunction with the Office of Parking and Safety. The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act is the landmark federal law that requires colleges and universities to disclose information on security policies, crime statistics, and provide timely information about crime on and around campus. The CSU-Pueblo Fire Safety and Security Report can be found at <http://www.csupueblo.edu/campus-safety/pages/Default.aspx>.

The Report is compiled by the Campus Safety Team which is comprised of the following: Parking and Safety Manager (Clery Coordinator), members of the Pueblo County Sheriff's Office; Dean of Student Affairs, Director of Student Conduct and Case Management, Associate Vice President of Facilities Management; Director of Environmental Health and Safety, Members of the Office of Institutional Equity, Executive Director of External Affairs, Director of Residence Life and Housing, and Deputy General Counsel.

EQUAL OPPORTUNITY/AFFIRMATIVE ACTION COMMITMENT & NOTICE OF NONDISCRIMINATION

Colorado State University–Pueblo is committed to equal educational and employment opportunities and to the elimination of all forms of discrimination, protected class harassment, sexual misconduct, intimate partner violence stalking, and retaliation. Furthermore, CSU-Pueblo is committed to maintaining respectful, safe, and nonthreatening educational, working, and living environments. In furtherance of this commitment, CSU-Pueblo does not discriminate on the basis of age, citizenship, creed, color, disability, gender, gender expression, gender identity, genetic information, national origin or ancestry, pregnancy, race, religion, sex, sexual orientation, veteran status, or because an individual has inquired about, discussed, or disclosed their own pay or the pay of another employee or applicant. CSU-Pueblo is an affirmative action/equal opportunity institution. It encourages diversity and provides equal opportunity in education, employment, all of its programs and activities, and the use of its facilities. The University takes affirmative action to employ qualified women, racial/ethnic minorities, protected veterans, and individuals with disabilities.

CSU-Pueblo complies with the Equal Pay Act, Titles IV, VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments, the Americans with Disabilities Act, as amended, Section 503/504 of the Rehabilitation

Act, the Age Discrimination Act, Age Discrimination in Employment Act, the Vietnam Era Veterans' Readjustment Assistance Act, the Pregnancy Discrimination Act, Executive Order 11246, as amended, Violence Against Women Reauthorization Act of 2013, the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act the Genetic Information Nondiscrimination Act of 2008, and all civil rights laws of the State of Colorado.

The Director of the Office of Institutional Equity has been designated by the President as the person with overall responsibility for the implementation and maintenance of the University's affirmative action programs. The Director of the Office of Institutional Equity has also been designated as the University's Title IX Coordinator, Americans with Disabilities Act (ADA) Coordinator, and Section 504 of the Rehabilitation Act of 1973 Coordinator. As such, the Director of the Office of Institutional Equity is responsible for addressing compliance with all federal, state, and local laws pertaining to nondiscrimination, civil rights, access, and equity. For any inquiries or concerns regarding discrimination, protected class harassment, or sexual misconduct, please contact Joshua R. Ernst (josh.ernst@csupueblo.edu), Director, Office of Institutional Equity at (719) 549-2210, Administration Building – Room 304.

Student seeking disability resources and accommodation or who have other related concerns, should contact Justin Hiniker (dro@csupueblo.edu), Director of the Disability Resource & Support Center at (719) 549-2648, Library and Academic Resource Center (LARC) – Room 169.

Employees seeking disability resources and accommodations or who have other related concerns, should contact Ralph Jacobs (ralph.jacobs@csupueblo.edu), Director of Human Resources at (719) 549-2441, Administration Building – Room 306.

Please visit www.csupueblo.edu/institutional-equity for more information.

BOARD OF GOVERNORS NON-DISCRIMINATION POLICY

The Board of Governors is committed to a policy of non-discrimination for the institutions it governs in accordance with all applicable anti-discrimination and civil rights laws. Accordingly, the Board of Governors does not discriminate on the basis of race, age, color, religion, national origin, gender, disability, veteran status, genetic information, sexual orientation, gender identity or gender expression, or pregnancy.

COLORADO STATE UNIVERSITY SYSTEM

JOINT PROCLAMATION AGAINST SEXUAL MISCONDUCT

On April 27, 2011, the CSU System along with the University issued its: Joint Proclamation against Sexual Misconduct. This proclamation provides:

The Colorado State University System and its institutions, have zero tolerance for sexual misconduct among members of our University communities.

All members of the University community, and their guests, have the right to be free from unwanted sexual contact, coercion, abuse, violence, threat of violence, and harassment and are expected to conduct themselves in a manner that does not infringe upon the rights of others. When an allegation of sexual misconduct is brought forward, the University will investigate the matter and take appropriate action. Anyone found to have committed sexual misconduct will face immediate and appropriate disciplinary action, up to and including expulsion from the University.

We will bring this message to all corners of our University, and nurture the core value that fosters a safe and healthy environment for members of our community. Further, we emphasize that sexual assault survivors deserve our support and assistance.

We strive to build healthy relationships within the university community free from sexual violence. To that end, the Colorado State University System is committed to raising the awareness of sexual misconduct actions; providing preventative training courses and promoting a healthy and safe environment for our students.

SEXUAL MISCONDUCT REPORTING (Title IX & VAWA Compliance) AND EMPLOYEE MANDATORY REPORTING

All members of the University community, and their guests, have the right to be free from sexual misconduct, intimate partner violence, and stalking. To that end, the University has enacted a comprehensive Policy on Discrimination, Protected Class Harassment, Sexual Misconduct, Intimate Partner Violence, Stalking, & Retaliation (<http://csu-pueblo-policies.colostate.edu/policy.aspx?id=141>).

University policy prohibits sexual misconduct (sexual harassment, sexual exploitation, non-consensual sexual contact, and non-consensual sexual intercourse), intimate partner violence (dating violence and domestic violence), stalking, and retaliation by members of the University community. The University has zero tolerance for any of

the above mentioned behaviors and will take appropriate actions to stop the behavior, prevent its recurrence, and remedy the behavior's effects.

All Employees (except those serving in roles expressly designated to receive confidential information under University policy) are required to report any information they know about possible sexual misconduct, intimate partner violence, stalking, and retaliation to the University's Title IX Coordinator in the Office of Institutional Equity. Individuals who do not want their concerns reported to the Title IX Coordinator can contact confidential resources such as the University Counseling Center at (719) 549-2830 or the Pueblo Rape Crisis Center at (719) 549-0549.

For additional information/resources regarding sexual misconduct, intimate partner violence, stalking, or retaliation, or to report a concern/complaint, contact the Director of the Office of Institutional Equity, who is the University's Title IX Coordinator. You may contact the University's Title IX Coordinator, Joshua R. Ernst (josh.ernst@csupueblo.edu) via telephone at (719) 549-2210 or at the following address: Colorado State University-Pueblo, Administration Building – Room 304, 2200 Bonforte Boulevard, Pueblo Colorado, 81001.

Please visit www.csupueblo.edu/institutional-equity for more information.

TERMS OF THIS CATALOG ISSUE

Students graduate under the catalog requirements noted in the *Academic Policies* section of this catalog.

All statements made in this catalog and similar publications distributed generally to prospective or admitted students or interested parties shall be for informational purposes only and should not be interpreted as being contractual. Colorado State University-Pueblo reserves the right to change, modify, or cancel any course, program, procedure, policy, financial requirement, or disciplinary arrangement set forth in this catalog whenever, in its sole discretion, it determines such action to be appropriate. Furthermore, Colorado State University-Pueblo will not be responsible for any failure to present or complete any course or program or to perform any other activity, function, or obligation mentioned in this catalog.

Modifications to this Catalog pertaining to the academic policies and curricular requirements of the University, its individual colleges and its individual academic programs must be reviewed and approved by the Faculty Senate in accordance with the provisions of Chapter 1 of the Faculty Handbook prior to taking effect.

ADMISSION

Colorado State University-Pueblo welcomes applications from all persons interested in post-secondary education. The **Office of Admissions** is located in the Administration building. All correspondence concerning admission should be addressed to the Office of Admissions, Colorado State University-Pueblo, 2200 Bonforte Boulevard, Pueblo, CO 81001-4901 or by email to info@csupueblo.edu.

The **Visitor Center**, located in the Buell Communications Center at the entrance of campus, provides services specifically for new first-year and transfer students, including campus tours and information about the admissions process. Campus tours are available Monday thru Friday, and reservations can be made online at: www.goCSUPueblo.com or by contacting the Visitor Center at (719) 549-2418 or visitorcenter@csupueblo.edu.

Prospective students may obtain information about all CSU-Pueblo programs, as well as admission procedures, from the Visitor Center or the Office of Admissions.

For information about admission to CSU-Pueblo Online see the CSU-Pueblo Online section within the *Special Academic Programs and Services* section of this catalog.

Admission standards and requirements included in this section apply only to students entering the University in Fall 2018, Spring 2019, or Summer 2019. New standards apply beginning in Fall 2019; please see the Office of Admissions for additional information.

APPLICATION DEADLINES

For the best scholarship opportunities, registration time, and housing considerations, applicants should apply and be admitted as early as possible. Those still in high school may apply once they have completed six semesters. To be considered for a specific term, all documents required for admission must be received in the Office of Admissions by the deadline for that term. Transfer students should allow sufficient time to have official transcripts sent from all institutions previously attended.

Application forms and credentials must be filed by the following deadlines:

Fall SemesterAugust 1
Spring SemesterJanuary 2

ENROLLMENT DEPOSIT

Newly admitted freshman, transfer, international, and degree plus students are required to pay an enrollment deposit prior to registering for their first semester of classes at CSU-Pueblo. If a student pays and decides not to attend one semester, but attends another, a previously-paid deposit will be honored for one calendar year.

Students should contact the Office of Admissions for questions regarding the deposit.

ENTERING FRESHMEN

Admission Standards

Colorado State University-Pueblo's admission process is designed to promote diversity within the student population and to assure equal access to qualified applicants. The final admission decision is based on the applicant's potential for attaining a degree at the University.

First-time applicants are eligible for consideration for admission to Colorado State University-Pueblo if the CDHE admissions index score is 86 or higher. The score can be achieved by various combinations of high school grade-point average and ACT composite or SAT readmit combined scores. Such combinations include:

High School GPA	Minimum ACT or	SAT* Composite
2.000	25	1190 - 1220
2.300	22	1090 - 1120
2.600	20	1010 - 1040
3.000	16	840 - 870
3.300	14	710 - 770

**Based on SAT tests taken March 2016 or later. Contact Admissions for questions about tests taken prior to March 2016.*

If a transcript includes both weighted and unweighted credentials, only the weighted credentials will be utilized by the University. If applicants do not achieve an index score of at least 86 with a minimum cumulative GPA of 2.0 and completion of the Higher Education Admission Requirements (HEAR), the credentials will be reviewed by an admissions committee which will base a recommendation for admission on:

- 1) The applicant's academic and personal potential to benefit from or contribute to University programs; and
- 2) The applicant's previous academic record. Students with non-traditional backgrounds are encouraged to apply.

A student admitted to Colorado State University-Pueblo with an index score of 86 or below is required to enroll in an academic skill building and success course in the first term of enrollment as a condition of admission to the University. The default course for all majors is US 101. The following courses are also acceptable: MUS 101, EN 101, EXHP 101, AIM 105, CET 101, BIOL 171, and BUSAD 101. Successful completion of the academic skill building course is a requirement of continued enrollment

after the first semester. Students who are admitted with an index score of 80 or below are required to take a three credit course (US 151) in their first semester. Students who are admitted with an index score of 81 to 86 are required in their first semester to take either a one credit course (US 101) or substitute a course specified by their program and approved by the Curriculum and Academic Policies Board.

- NOTE: Acceptance by the University does not necessarily mean acceptance into a particular degree program, some of which have admission requirements beyond those of the University.

Admission Requirements

Students may apply after the completion of their junior year in high school. One official transcript of high school work should be sent directly to the Office of Admissions from the high school at the time of application, and a final transcript with graduation date must be submitted after the applicant graduates from high school. Students who apply on the basis of the high school equivalency exams (including General Education Development (GED) and other state-wide approved exams) in place of high school graduation must have the agency issuing the test forward the official test scores (not the certificate) to the Office of Admissions. College credit earned in high school is eligible to count toward a degree at CSU-Pueblo, but cannot classify a student as a transfer student.

Applicants must submit:

- 1) A completed CSU-Pueblo application;
- 2) A \$25 application fee (non-refundable);
- 3) An official transcript of high school records or official high school equivalency exam scores; and
- 4) Scores from either the ACT or the SAT.
(Not required of applicants who are 23 years of age or older or who have been out of high school five or more years.)

NOTE: Applicants who have completed their secondary education through alternative options such as home schooling should submit documentation of that education (i.e., transcript, portfolio, narrative statements of accomplishment, etc). Consideration for admission will be in a similar manner as that for applicants from traditional high school programs, but additional emphasis will be placed on scores obtained on standardized examinations.

Graduates of Colorado high schools participating in the standards based admissions project will be considered according to the current state guidelines for that project.

Higher Education Admission Requirements (HEAR)

The Colorado Department of Higher Education Admission Requirements (HEAR) requires completion of the following high school course work for admission to any Colorado four-year public college or university, including Colorado State University-Pueblo.

- Four years of English;
- Four years of mathematics, including Algebra I, Algebra II, Geometry, Trigonometry, Pre-Calculus, Calculus, etc.;
- Three years of natural science, including at least two courses with laboratory work;
- Three years of social studies, including U.S. History or World Civilization;
- One year of foreign language; and
- Two years of academic electives.

More information is available through the Admission Standards section of the Colorado Department of Higher Education website:

<http://highered.colorado.gov/Academics/Admissions/>

Advanced Placement and International Baccalaureate Diploma Program

See Credit by Examination (Academic Policies section).

Basic Skills Assessment

The University complies with statewide policies adopted by the Colorado Department of Higher Education (CDHE). As amended for fall 2014, every public institution of higher education in Colorado is required to assess writing and mathematic skill levels of all first-time, degree-seeking students. CSU-Pueblo also assesses reading skills. **Students whose assessment scores fall below the minimum requirements must enroll and successfully complete the appropriate skill building course(s) within their first 30 credit hours towards graduation.** Basic Skills Levels are determined by ACT or SAT scores. If students do not have an ACT or SAT score they must take the appropriate ACCUPLACER test. CSU-Pueblo also accepts COMPASS scores for placement.

Cut scores are listed below:

CDHE Placement Guidelines

Skill Area: Writing

ACT Subscore

English 18

SAT Subscore (before March 2016)

Evidenced-Based Reading & Writing 430

SAT Subscore (March 2016 and later)

Evidenced-Based Reading & Writing470

Classic ACCUPLACER Score

Sentence Skills.....95

COMPASS Score

Writing Skills.....79

Skill Area: Mathematics**ACT Subscore**

Math19

SAT Subscore (before March 2016)

Math460

SAT Subscore (March 2016 and after)

Math500

Classic ACCUPLACER Score

Elementary Algebra..85

COMPASS Score

Math Placement ...63

With an ACT math subscore of 19 or an SAT subscore of 460 (tests taken before March 2016) and 500 (tests taken March 2016 or after) no skill building courses are needed in math unless the general education math course mandated for your major requires it.

CSU-Pueblo Placement Guidelines**Skill Area: Reading****ACT Subscore**

Reading.....17

SAT Subscore (before March 2016)

Evidenced-Based Reading & Writing430

SAT Subscore (March 2016 and later)

Evidenced-Based Reading & Writing470

ACCUPLACER Score

Reading Comp80

COMPASS Score

Reading Placement..76

For more information on Basic Skills Assessment, contact the Center for Academic Enrichment at (719) 549-2584.

TRANSFER STUDENTS

Students who have attended other colleges or universities and are seeking admission to CSU-Pueblo for the first time must submit:

- 1) A completed CSU-Pueblo application;
- 2) A \$25 application fee (non-refundable);
- 3) Final high school transcripts if total transfer credits earned are less than 30 transferable semester hours;
- 4) ACT or SAT scores if total transfer credits earned are less than 13 transferable semester hours; and
- 5) Official transcripts sent directly to CSU-Pueblo from

each college attended. (No part of the previous collegiate record may be disregarded, all coursework from all previous colleges attended must be submitted. Failure to list all institutions previously attended is a serious offense that may result in the rescinding of admission, loss of credit, or disenrollment.)

Note: Transfer students who have fewer than 13 transferable collegiate semester credit hours must meet the first-time freshmen standards. This includes international applicants. College credit earned in high school is eligible to count toward a degree at CSU-Pueblo, but cannot be used to classify a student as a transfer student.

Transfer students must be in good standing at the institution last attended and have at least a 2.30 cumulative grade-point average. If not, the records will be reviewed and a recommendation on admission will be made by the admissions committee.

Students who are enrolled at another institution at the time application for admission is made to CSU-Pueblo should arrange to have one official transcript from the current institution sent with the application. A final transcript must be sent when the final term is completed.

After admission and once all official transcripts have been received, evaluations of transferable credit will be completed and provided to the student.

Each student must indicate all previous college experience on his or her application. Applicants may not ignore previous college attendance. Students who fail to inform the Office of Admissions of all previous college work will be subject to delay of admission, loss of credit, rejection of application and/or cancellation of enrollment.

Transfer of Credit

Transfer students should be aware of the 10-year time limit on credit earned toward a bachelor's degree, which applies to both transfer and resident credit. (Additional information appears in the *Academic Policies* section of this catalog.)

Credit is accepted by CSU-Pueblo from institutions accredited by the Higher Learning Commission or similar regional accrediting bodies. For credit toward degree requirements, CSU-Pueblo accepts a maximum of 60 semester hours from community or junior colleges and/or a maximum of 90 semester hours from four-year institutions toward degree requirements. For degree purposes, CSU-Pueblo accepts no more than 90 credits in total through transfer or other assessment of prior learning.

Transfer grades and credits are not computed within the cumulative grade point average earned at Colorado State University-Pueblo. Courses completed with a grade of C- or better are accepted in transfer.

Colorado State University-Pueblo only accepts Associate of Arts (AA) or Associate of Science (AS) degrees from regionally accredited out of state institutions as fulfilling the University's general education requirements if CSU-Pueblo's entire general education core is completed with acceptable transfer credit. However, some CSU-Pueblo majors may have specific general education requirements that must be completed. Associate of Applied Science (AAS) and the Associate of General Studies (AGS) degrees are not transferrable to CSU-Pueblo, but will be evaluated on a course by course basis.

AA and AS degrees earned at an accredited Colorado community/junior college satisfy the University's general education requirements, except for those courses which are major specific. Students generally transfer in 60 semester hours and achieve junior status.

Credit from an institution without regional accreditation may be accepted by petition for transfer after the student has completed at least one term of full-time coursework at CSU-Pueblo with a C (2.000) average or better.

The University accepts up to eight semester hours of cooperative education courses in transfer. Cooperative education course work, to be acceptable, must include a clearly defined academic element, such as a study plan or reading assignments.

Military service credit is evaluated when official copies of transcripts for military schools are received and may be counted toward a baccalaureate degree. Army, Navy, and Marine personnel should submit a Joint Service Transcript (JST). Air Force personnel should submit a Community College of the Air Force (CCAF) Transcript. Courses are evaluated according to the American Council on Education (ACE) Guidelines. The Military and Veteran's Success Center notifies and directs each student to an academic advisor who will assist them with choosing a program of study and clarify the applicability of JST transfer credits to program(s) of study. Students and advisors may refer to DARSweb "what if?" audits to explore JST transcript credit application within potential major(s).

Acceptance of credit does not necessarily mean that a specific department will accept the same credit toward its major requirements. Each department evaluates transfer courses to determine applicability to major and minor requirements.

All application materials for applicants who decide not to enroll for the term for which they applied will be kept on file in the Office of Admissions for one year. Official transcripts

received from other institutions cannot be relinquished.

College Level Examination Program

See Prior Learning Assessment (*Academic Policies* section).

Appeals Process

If a student disputes the **University's evaluation of credits** from other Colorado public institutions, the student must file a written appeal with the Registrar within 15 calendar days of receiving the evaluation. If the student fails to file an appeal within the 15-day period, the decision made in the transfer evaluation will be binding. The Registrar has 30 calendar days to respond. If the student does not receive a response or feels CSU-Pueblo did not follow its policies and procedures, the student can appeal to the Colorado Department of Higher Education (CDHE) to hear his/her case.

If a student disputes the University's evaluation of credits from a Colorado private institution, a non-Colorado institution, or a non-regionally accredited institution, the student must file a written appeal with the academic department at CSU-Pueblo within 15 calendar days of receiving the evaluation. If the student fails to file an appeal within the 15-day period, the decision made in the transfer evaluation will be binding.

The Academic Department will have 30 calendar days to review the appeal and notify the student in writing of the decision including the rationale for the decision. In addition, the student will be notified in writing about the process for appealing and the appeal decision should the student feel that reasonable doubt exists.

If the Academic Department fails to inform the student of the available appeal options, the appeals decision shall be null and void. The student's request prevails and cannot be overturned by any institutional administrator or committee.

A student may appeal the first appeal decision in writing to the Dean of the College in which the Academic Department is housed. The appeal must be filed within 15 calendar days of the postmark date of the letter from the Academic Department regarding the first appeal decision.

The University must hear and reach a decision on the appeal within 15 calendar days after the appeal is filed. The student will be notified in writing, by the University, of the decision regarding the appeal and the rationale for the decision. In addition, the student shall be informed in writing about the subsequent process for appealing the institutional transfer decision, if the student chooses to do so.

The student may appeal the institutional decision to the CSU-Pueblo Provost. The appeal must be filed within five (5) calendar days of the postmark date of the letter notifying the student of the institutional decision. If the student fails to file an appeal within this time period, the institutional decision shall be binding.

The Provost shall review and reach a decision on the appeal within five (5) calendar days after the appeal is filed. The student will be notified in writing of the decision regarding the transfer appeal and the rationale for the decision. In addition, the institution shall inform the student that the decision may be appealed further by writing to the Colorado Department of Higher Education (CDHE). The appeal must be filed within five (5) calendar days of the postmark date of the letter notifying the student of the Vice Chancellor's decision.

If a student disputes the decision of **petitions from transfer of credit from non-accredited institutions**, the student must file a written appeal with the Dean of the College who denied the petitions within 15 calendar days of receiving the petition denial. If the student fails to file an appeal within the 15-day period, the decision made in the petition process will be binding.

The Dean of the College will have 30 calendar days to review the appeal and notify the student in writing of the decision including the rationale for the decision. In addition, the student will be notified in writing about the process for appealing and the appeal decision should the student feel that reasonable doubt exists.

If the Dean of the College fails to inform the student of the available appeal options, the appeals decision shall be null and void. The student's request prevails and cannot be overturned by any institutional administrator or committee.

A student may appeal the first appeal decision in writing to the Provost. The appeal must be filed within 15 calendar days of the postmark date of the letter from the Dean of the College regarding the first appeal decision.

The University must hear and reach a decision on the appeal within 15 calendar days after the appeal is filed. The student will be notified in writing by the University of the decision regarding the appeal and the rationale for the decision. The decision is final with regard to the petition for the acceptance of transfer credit from non-accredited institutions.

DEGREE-PLUS (SECOND BACCALAUREATE DEGREE)

Students seeking a second undergraduate degree must meet all residency and major requirements. This includes a minimum of 30 credits in residency at CSU-Pueblo. Degree-plus students are considered to have satisfied

General Education requirements by virtue of the work completed for their first undergraduate degree from a regionally accredited institution. For more information, refer to the Degree Plus (Second Baccalaureate Degree) section in the *Academic Policies* section of the catalog.

INTERNATIONAL STUDENTS

Students who are residents of another country must submit the following to be admitted to CSU-Pueblo:

- 1) The official international application for University admission, accompanied by a \$30 fee for undergraduate admission or \$35 fee for graduate admission; or a \$30 fee for English as a Second Language students.
- 2) Two official transcripts of all work completed either in high school or in college (or the equivalent). One transcript must be in the native language, one in English. Both must show courses taken, grades earned, length of classes and length of school terms. All transcripts must bear the official seal of the issuing institution and must be sent by that institution directly to the Center for International Programs. An explanation of all transcript terminology must be included;
- 3) Results of an English language proficiency test. **First-time freshmen students:** A minimum score of **500** on the Test of English as a Foreign Language (TOEFL) paper-based test, a minimum score of **173** on the TOEFL computer-based test, a minimum score of **61** on the TOEFL internet-based (iBT), a minimum score of **80** on the Michigan Test of English Proficiency, a minimum band score of **5.5** on the International English Language Testing System (IELTS) test, or completion of the advanced level at CSU-Pueblo's English Language Institute (with ELI Director approval) is required. **Transfer students:** A minimum score of **500** on the Test of English as a Foreign Language (TOEFL) paper-based test, a minimum score of **173** on the TOEFL computer-based test, a minimum score of **61** on the TOEFL internet-based (iBT), a minimum score of **80** on the Michigan Test of English proficiency, or a minimum band score of **5.5** on the International English Language Testing System (IELTS) test is required. In addition, transfer students must have an overall cumulative grade-point average of 2.300 or above. English language proficiency tests are not required of students from countries where English is the native language.
- 4) A financial statement regarding the resources available to the student during his or her stay in the United States. An international student cannot be accepted without this statement.

The Center for International Programs reserves the right to change policy. Exceptions are at the discretion of the Vice-President of Enrollment Management and Student Affairs.

No international student application for admission will be considered until all required materials are complete. The Center for International Programs must receive all materials by the application deadlines.

RETURNING STUDENTS

Students who have been enrolled and received a grade notation in a course (see *Academic Policies* for grade notations), but whose attendance was interrupted for two or more regular semesters, excluding summer, are required to file an application for readmission by the admissions deadline of the term in which they wish to enroll. Students seeking readmission must submit a \$25 reapplication fee (non-refundable). Students whose previous CSU-Pueblo work resulted in a cumulative grade point average below 2.000 (“C”) must also provide a written statement detailing the previous academic difficulties, the student’s plans to overcome these difficulties and any other pertinent information to assist the admissions committee in making a decision.

Students, who are re-admitted after an absence of two or more semesters, excluding summers, are governed upon readmission by the catalog current at the time of readmission. Any college credit earned more than 10 years before the date of admission or readmission is not applicable toward the degree desired unless it is approved by the appropriate department chair. This policy includes transfer credit previously accepted by CSU-Pueblo. This policy does not apply to general education courses. Any course substitutions, waivers, exceptions, or petitions completed prior to readmission must be submitted to the appropriate approving authority. Any exceptions to the policy must have prior approval from the Provost.

Degree-seeking students who have attended another post-secondary institution or have taken college-level correspondence or extended studies courses must provide complete official transcripts of such studies. Each student must indicate all previous college experience on his or her application, including any coursework since last attendance at this institution. Applicants may not ignore previous college attendance. Students who fail to inform the Office of Admissions of all previous college work will be subject to delay of admission, loss of credit, rejection of application and/or cancellation of enrollment.

ACADEMIC RENEWAL

Undergraduate students who return to Colorado State University-Pueblo after an absence of at least three years and whose cumulative CSU-Pueblo grade point average is below 2.000 are eligible for academic renewal. Students who take advantage of the Academic Renewal Policy will not have grade-point averages carried forward upon readmission. Courses with an earned grade of D+ or below are not eligible to count toward graduation.

Students must be currently enrolled for academic renewal to be processed. **Academic renewal will not be granted more than once.**

Any college credit earned more than 10 years before the date of readmission is not applicable toward the degree desired unless approved by the chair of the department offering the course(s) [or equivalent(s)]. This policy does not apply to general education courses.

Students who elect academic renewal will be required to complete at least 30 hours of credit after readmission before they are eligible for a baccalaureate degree.

Students who have been granted Academic Renewal must complete 60 semester credits with CSU-Pueblo after the Academic Renewal designation to qualify for graduation with scholastic honors.

The Academic Renewal Application can be obtained from the Registrar’s Office.

NON-DEGREE STUDENTS

Students may enroll at Colorado State University-Pueblo as a non-degree seeking student in one of the following categories:

Guest Student – No Credit

Applicants who wish to register as a guest (no credit) without degree-seeking status should contact the Office of Admissions for current policies and procedures.

A guest (no credit) student may carry up to 6 hours per term. A guest (no credit) student is ineligible for financial aid. In place of a grade for each course, students receive the symbol NC (no credit) on their transcripts.

Guest Student – For Credit

Guest (for credit) student category is reserved for applicants who wish to enroll in courses without degree-seeking status. Applicants who wish to register as a guest (for credit) student must complete a short application with the Office of Admissions each term that they wish to enroll. Guest (for credit) students are **NOT REQUIRED** to submit official transcripts, test scores or an application fee; however test scores or a transcript will be required to enroll in an English or Math course. Tuition and fees are based on the number of credits for which they register and are **INELIGIBLE** to receive financial aid. A guest (for credit) student may carry up to 15 hours per semester and may earn a maximum of 30 semester hours while maintaining visiting status. A guest (for credit) student must maintain a 2.000 cumulative grade-point average. Guest (for credit) students who wish to exceed the 30-semester hour maximum must formally apply for

admission. For information on Guest (for credit) Student Status for graduate students, see *Graduate Programs* section in catalog.

High School University Program

Under Colorado's Concurrent Enrollment and ASCENT Programs, high school students may register for classes at the University based on the availability of existing Concurrent Enrollment and ASCENT agreements. Information on these programs is available in the CSU-Pueblo Office of Extended Studies and at participating high schools.

The University also offers a Senior-to-Sophomore (STS) program by agreement with various high school districts. High school students in this program are afforded the opportunity to study in university level courses while remaining in their high school classrooms and are considered unclassified students by the University. Students must submit an application for admission, transcript of their high school record and ACT or SAT scores. Those STS students who are in their senior year are given consideration for admission as regular first-time students for the fall semester following their high school graduation. Students interested in this program are encouraged to seek information from their high school guidance counselor or from the University's Office of Extended Studies at 719-549-2316.

Senior Citizens

Persons 65 years of age or older, or 62 and retired, may audit courses on a space-available, non-degree student basis without paying tuition. Permission of the instructor is required. A grade of NC (no credit) will be posted.

RESIDENCY CLASSIFICATION

Initial residency classification at Colorado State University-Pueblo is determined by the Office of Admissions based on information provided by the student on the Residency Section of the CSU-Pueblo Admissions Application. Students are responsible for checking the residency determination provided at the time of admission, with the admissions packet. This initial residency classification remains the same unless the student provides additional information to prove that the domicile requirements for Colorado residency have been met. This may be proved by submitting a Residency Information Form or additional documentation to the Office of Admissions. If the student does not agree with the residency determination after the Residency Information Form or additional documentation has been reviewed that student must submit a Petition for In-State Tuition Classification (see below). New students must complete the Residency Information Form and/or Petition for In-State Tuition Classification **prior to the first day of class of the student's first term.**

Changes to Tuition Classification

Continuing students who believe they qualify for Colorado residency must submit a completed Petition for In-State Tuition Classification by the deadline. Students enrolled in online programs may be eligible for an exemption to this requirement; contact Admissions for additional information. Deadlines are the first Monday in August for the fall semester and the third Friday in December for spring.

Colorado residency for tuition purposes is governed by Colorado State Law (Title 23, Article 7-101 to 111, of the Colorado Revised Statutes of 1973, as amended) and by judicial decisions that apply to all public institutions of higher education in Colorado and is subject to change at any time. The residency decision made at one Colorado institution is non-transferable to other Colorado institutions. Colorado State University-Pueblo must apply the rules set forth in the residency statutes and is not free to make exceptions to the rules except as specifically permitted by State Law.

Any student granted the Western Undergraduate Exchange tuition rate, is indicating that he or she is NOT a Colorado resident and WILL NOT establish Colorado residency during his or her time of attendance at CSU-Pueblo. If a student plans to establish residency in Colorado and would like to petition for in-state benefits at CSU-Pueblo during his or her time of attendance, it is recommended the student does not claim another state as his or her state of residence. WUE students who change their residence to Colorado lose their WUE eligibility, but do not become eligible for in-state tuition rates until one year after establishing Colorado domicile. Because students under 23 are deemed to have the domicile of their parents, the WUE student seeking to change domicile to Colorado must show either: a change of the parents' residence to Colorado; or a change in the student's residence after proving emancipation from the parents.

Qualified Individuals

Parent Petitioners

Parents who have moved to Colorado and meet the domicile requirements may submit a "Petition for In-State Tuition Classification" which supports their domicile. If their petition is approved, their dependents are eligible for Colorado residency for tuition purposes.

Other Qualified Individuals

A student is a qualified individual and eligible to establish domicile separate from his or her parents if, at the beginning of the 12-month domicile year, the student was:

- At least 22 years old, or
- Married, or

- Emancipated, or
- A graduate student

An emancipated minor is an individual under 23 years of age who is no longer considered a dependent and is not supported by his or her parent(s) or any other individual. An emancipated minor can begin establishing their domicile on the date he or she becomes emancipated.

Emancipation must be proven in the following way:

- Parents or other individuals must no longer provide financial support of any nature for any purpose. Parental support includes funds parents may have previously set aside for current support even if those funds are in the student's name.
- Parents must no longer claim the minor on their federal and state income tax returns.
- If the minor takes out a loan, he or she must do so without a parent co-signer. In addition, the loan must not be the student's major source of support.
- The minor must document that he or she is independently able to meet all financial obligations without any financial help from any other individual.

Examples of financial obligations may include:

- Tuition and fees
- Rent and food
- Cable and cell phone statements
- Medical expenses, including health insurance
- Vehicle expenses, including auto insurance

If a student is granted Colorado residency as an emancipated minor, he or she must continue to independently meet all financial obligations, including the cost of education, without financial assistance from parents or any other individual.

ASSET

A student who does not have lawful immigration status may be classified as an in-state student for tuition purposes if:

- 1) The student attended high school in Colorado for at least 3 years immediately preceding the date the student graduates from a Colorado high school or earns a GED;
- 2) The student is admitted to a Colorado institution of higher education or attends any institution of higher education under a reciprocity agreement within 12 months of high school graduation or earning a GED; and
- 3) The student submits an affidavit thru the COF application process stating that the student does not have lawful immigration status but has applied for

lawful presence or will apply as soon as the student is eligible.

Additionally, a student who does not have lawful immigration status and graduated from a Colorado high school or earned a GED **prior to** September 1, 2013, but was not admitted to a Colorado institution within 12 months of graduating or earning a GED may nonetheless be qualified as an in-state student if the student has been continuously physically present in Colorado for at least 18 months prior to enrolling in a Colorado institution. Students applying under ASSET must complete a Colorado ASSET form, available from Admissions.

Non-citizens

Persons who are lawful permanent residents or who are admitted as refugees are eligible to establish domicile for tuition purposes. Nonimmigrant aliens who are residing in *Colorado for purposes other than education* may qualify for in-state status after one year of Colorado residence. The nonimmigrant categories subject this provision are determined by the Colorado Commission on Higher Education.

Nonimmigrants in the following categories cannot qualify for in-state tuition: F-1, F-2, H-3, J-1, M-1 and M-2.

- H-4 will qualify unless the visa holder is the spouse of child of an H-3.
- J-2 will qualify if the J-1 visa holder is not a student of trainee.
- H-1B, L, K, V, E, O and P visa may qualify.

Military Personnel

Military Exception

- 1) Active-duty members of the armed forces of the United States and Canada on either PCS or TDY orders in Colorado and their dependents (as defined by military regulations) are eligible for in-state status, regardless of domicile or length of residence in Colorado. A dependent of a member of the armed forces is eligible for in-state tuition classification when the member moves to Colorado on a PCS basis, regardless of the length of the member's or dependents residency in Colorado. After qualifying as an in-state student, a member of the armed forces or the member's dependent, shall not lose his or her eligibility for in-state tuition status if the member retires or separates from the military. Dependent means a spouse of a member of the armed services who was the member's spouse at the time that the member was stationed in Colorado and at the time the spouse is requesting in-state tuition classification and any child under twenty-two years of age born to or legally adopted by the member of the armed forces who enrolls in a public institution of higher education

within ten years after the member was stationed in Colorado.

- 2) Members of the Colorado National Guard who maintain their sole legal residence in Colorado and their dependents also qualify for in-state tuition exception regardless of length of residence. This includes having Colorado state taxes withheld from wages, leasing or owning property in Colorado, having a valid Colorado driver's license, maintaining Colorado vehicle registration and Colorado voter's registration.
- 3) Military dependents continuously enrolled in a Colorado college continue to qualify for in-state tuition if the military member is transferred outside Colorado or retires and remains in Colorado.

Contact Admissions for required documentation and forms.

Military Members Domiciled in Colorado

To retain domicile during an absence from Colorado due to military orders, military personnel must maintain Colorado as their state of legal residence for tax purposes, and voters must maintain Colorado voter registration.

Military personnel may retain legal residence in their original state, or they may establish a new legal residence in a state in which they reside due to military orders. They may not establish domicile in Colorado while residing elsewhere or while being physically present in the State only on a temporary basis. Persons domiciled in Colorado for one year who enter active duty military service, and who return permanently to Colorado within 6 months of discharge, and their dependents, qualify for in-state tuition regardless of changes of domicile while on active duty.

Veterans

Honorably discharged members of the Armed Forces moving permanently to Colorado qualify for in-state tuition. Dependents of veterans are eligible for in-state tuition classification if the dependent has completed two years of high school in Colorado. Contact Admissions for required documentation and forms.

GI Promise-Honorably Discharged Veterans

All honorably discharged veterans who show established domicile in Colorado immediately preceding the start of the semester, regardless of length of time, shall be granted in-state tuition. The veteran can also petition for this benefit for his or her spouse and dependent if the veteran established domicile in Colorado. A dependent is an unmarried undergraduate student and under the age of 23 on or before the first day of class. Honorable discharge status must complete GI Promise eligibility document.

- Proof of intent: a Colorado driver's license or Colorado state ID card and a housing contract, lease agreement, or mortgage.

A residency determination cannot be made until all supporting documents have been received. Once a covered individual is determined to have met the qualifications for in-state residence, this person will retain his or her status as long as he or she remains continuously enrolled in the institution.

Veteran Access, Choice and Accountability Act of 2014 (Choice Act)

In August 2014 Congress passed the Veterans Access, Choice, and Accountability Act of 2014. Section 702 of the "Choice Act" requests that CSU-Pueblo provide in-state residency for tuition purposes to veterans and their family members using the Post 9/11 GI Bill (Chapter 33) or the Active Duty Montgomery GI Bill (Chapter 30) for terms that begin after July 1, 2015 with the following qualifying circumstances:

- A Veteran who lives in the state in which the institution of higher learning is located (regardless of his/her formal state of residence) and enrolls in the school within three years of discharge from a period of active duty service of 90 days or more.
- A spouse or child using transferred benefits who lives in the state in which the institution of higher learning is located (regardless of his/her formal state of residence) and enrolls in the school within 3 years of the transferor's discharge from a period of active duty service of 90 days or more.
- A spouse or child using benefits under the Marine Gunnery Sergeant John David Fry Scholarship who lives in the state in which the institution of higher learning is located (regardless of his/her formal state of residence) and enrolls in the school within three years of the service member's death in the line of duty following a period of active duty service of 90 days or more.

Necessary documents for review under Section 702 classification are:

- Most recent DD-214, Member 4 for the veteran who earned the GI Bill entitlement to be used.

Additionally, students must enroll at Colorado State University-Pueblo within three years of their transferor's discharge from active duty. Students are not eligible if they are still on active duty.

Court Appointed Legal Guardian

A student may qualify for Colorado residency based on the domicile of their court appointed legal guardian if the

guardianship has been in effect for at least one year. The legal guardian must provide court documents certifying that the primary purpose of the appointment is other than to qualify the student for Colorado residency. The court must also certify that the student's parents do not provide financial support.

RESIDENCY REQUIREMENTS

Domicile

"Domicile" is used to describe the place where an individual has demonstrated intent to make a permanent home and legal residence. Both physical presence (see #1 below) and evidence of intent (see #2 below) must be in place to begin the domicile year. Qualified individuals must reside in Colorado with the intent to make Colorado their permanent home and legal residence.

Colorado residency requires a domicile in Colorado for 12 continuous months on or prior to the first day of classes of each semester.

Since domicile is defined as a permanent home and legal residence, being in Colorado solely for school purposes and/or temporarily for other purposes does not qualify as domicile for Colorado residency.

1) Physical presence is the qualified individual's actual permanent home and legal residence. Proof of physical presence may include all of the following:

- Home ownership
- Lease agreement
- Rent receipts
- Notarized statement from a landlord

2) Evidence of intent to make Colorado the qualified individual's permanent home and legal residence is demonstrated by surrendering all legal ties with prior states and establishing them with Colorado for 12 continuous months. Proof that demonstrates evidence of intent, as specified by the residency statute, may include all of the following:

- Colorado driver's license or valid Colorado ID.
If the qualified individual has a driver's license from another state, he or she must apply for a Colorado driver's license within 30 days of moving to Colorado (if employed) or within 120 days (if unemployed). If the qualified individual does not drive, he or she may obtain a Colorado identification card.
- Colorado motor vehicle registration.
If the qualified individual operates a motor vehicle, he or she must register it in Colorado within 30 days of moving to Colorado (if employed) or within 120 days (if unemployed).

This law applies to any vehicle the qualified individual has, whether or not he or she is the registered owner.

- Permanent, full-time, off-campus employment or acceptance of future permanent employment in Colorado. (Student employment provided by CSU-Pueblo is not recognized by the state of Colorado in proving intent.)
- Colorado voter registration.

A qualified individual may register to vote with the county clerk, or when his or her Colorado driver's license is obtained. Although voting is not required by law, it is nonetheless an indicator of one's intent to create Colorado domicile.

- Change in permanent address on all pertinent records.
- Payment of Colorado state income tax (if income is sufficient to be taxed).

All taxable income accrued after moving to Colorado, regardless of source, must be reported to the Colorado Department of Revenue. Qualified individuals should file part-year resident returns for each state of residence for the year they move to Colorado. For subsequent years, they should file a full-year resident Colorado return.

- Withholding of Colorado state taxes from wages.
- Ownership of residential property in Colorado that is the qualified individual's primary residence.
(Ownership of vacation or income property is not an indication of domicile.)

Evidence of legal ties outside of Colorado during the domicile year that demonstrate residency in another state may include the following:

- Failure to obtain a Colorado driver's license or Colorado ID (Failure to change driver's license to Colorado within the statutory periods).
- Failure to file a Colorado state income tax return.
- Failure to pay Colorado state income tax (if income is sufficient to be taxed).
Income earned in another state by a resident of Colorado is taxable in Colorado. Filing a nonresident Colorado tax return is persuasive evidence of domicile outside Colorado.
- Maintenance of a home in another state.
- Prolonged absence from Colorado.
- Residing in another state between academic terms or when not enrolled as a student.
- Vehicle the qualified individual operates is registered in another state
(Failure to register a motor vehicle in Colorado within the statutory periods).
- Any other factor unique to the individual that tends to imply that his or her permanent home

and legal residence is in another state.

The fact that an individual does not qualify for in-state status in any other state does not guarantee in-state status in Colorado; in-state classification is governed solely by Colorado statute. The tuition classification statute places the burden of proof on the petitioner to provide clear and convincing evidence of a change in eligibility for in-state tuition once the student has registered.

The Admissions Office must receive completed petitions no later than the published deadline date for the semester for which the student is petitioning. Deadlines are the first Monday in August for Fall semester and the third Friday in December for Spring semester. Petitions will not be accepted after the published deadline date; incomplete petitions will not be accepted and/or reviewed for that semester, and the tuition classification and tuition assessment will remain nonresident for that term.

Decisions made by the Tuition Classification Officer may be appealed to the University's Residency Appeals Committee. A student who wants to appeal the decision to the Residency Appeals Committee must contact the Office of Admissions no later than the appeal date listed in the letter in which the decision was conveyed to the student. The decision of the Residency Appeals Committee is FINAL University determination for that specific semester. In addition, there are no provisions in the Tuition Classification Statutes for retroactive petitioning.

Any student who provides false information to avoid paying out-of-state tuition may be subject to legal and/or disciplinary actions.

STUDENT FINANCIAL SERVICES

FINANCIAL AID

Financial aid is a resource for students and parents seeking monetary assistance to help defray the costs of higher education. Eligible students who demonstrate financial need may receive assistance from the federal government and/or the State of Colorado in the form of grants, loans, work study and/or scholarship funds. Students may obtain information from **Student Financial Services**, Administration Building, Room 212, telephone (719) 549-2753. Students may obtain further financial aid information by logging onto:

<http://www.csupueblo.edu/student-financial-services/index.html>.

The primary responsibility for educational costs resides with the student and the student's family. Assistance offered through financial aid is intended to supplement the family contribution. Funds are awarded on a first-come, first-served, need basis.

Financial Aid Application Steps

- 1) Complete a **Free Application for Federal Student Aid (FAFSA)** by March 1. Students may apply online at <http://www.fafsa.gov>. The CSU-Pueblo school code is: 001365
- 2) Complete the CSU-Pueblo Scholarship application by March 1. Students may apply online at: <http://www.csupueblo.edu/student-financial-services/Scholarships>
- 3) Students can view their application status and other required documents on CSU-Pueblo's Personal Access to Web Services (PAWS). Once all required information is received, students will receive a financial aid award offer, which can be viewed through the PAWS account.

Students may **not** receive financial aid if they are:

- 1) Not enrolled in a degree-seeking program;
- 2) On financial aid suspension Satisfactory Academic Progress;
- 3) In default on a federal student loan;
- 4) Owe money back on a federal student grant or federal loan over aggregate or have not made satisfactory arrangements to repay it; or
- 5) Ineligible non-citizens or not permanent residents of the United States.

STUDENT FINANCIAL SERVICES POLICIES

STUDENT RIGHTS AND RESPONSIBILITIES

As a student at CSU-Pueblo you have the right to:

- Know all the types of financial assistance available to

our students, including federal, state, and institutional sources.

- Change or decline any financial aid awarded.
- Appeal financial aid eligibility

As a student at CSU-Pueblo you have the responsibility to:

- Accurately and honestly complete the **Free Application for Federal Student Aid (FAFSA)** and CSU-Pueblo School Application each year by the priority deadline of March 1st
- **Use financial aid solely for expenses related to attendance at CSU-Pueblo.**
- Be admitted in a degree-seeking program in order to receive financial aid.
- Maintain at least 6 credit hours of enrollment per semester to receive financial aid.
- Keep your address updated with Financial Aid.
- Notify Financial Aid if you are attending two schools at the same time. (You may not receive financial aid at two schools at the same time.)
- Read and understand the Satisfactory Academic Progress Policy, the Withdrawal Policy, and other general policies related to financial aid.
- Drop or officially withdraw from CSU-Pueblo if you are unable to attend classes.
- Report all scholarships that you receive to Financial Aid. (All scholarships are counted as part of your financial aid and may impact other financial aid.)
- Pay any balance to CSU-Pueblo that is not covered by financial aid.
- Monitor your CSU-Pueblo e-mail account for important financial aid information.
- View your balance due, financial aid award, and other individual student information via PAWS.

SATISFACTORY ACADEMIC PROGRESS POLICY (SAP)

As a standard for participating in any federal student aid program, CSU-Pueblo is required by the U.S. Department of Education to apply reasonable standards for measuring whether a student is making progress toward a degree. The state of Colorado also requires that students meet Satisfactory Academic Progress (SAP) in order to receive any state-funded student assistance. Both of these requirements are met and apply to CSU-Pueblo institutional financial aid eligibility by measuring student academic performance at the end of each payment period (period of enrollment) against the following qualitative and quantitative standards:

Cumulative Grade Point Average (GPA)

2.0 for undergraduate programs, 3.0 for graduate programs.

Completion Percentage (Pace)

At least 67% of all credit hours attempted must have successfully passing grades (all students must complete coursework with successfully passing grades by the end of each period of enrollment or put both current and future financial aid eligibility at risk). Successfully passing grades are S or D- and higher; all others (U, F, W, IN, IP, NC, and repeated coursework – see below) count as unsuccessful credit hours attempted.

Course repetition: Students are allowed to repeat a course and have it count toward enrollment for financial aid eligibility only once. Each attempt at the course, however, will count toward a student's pace, and all prior attempts with lower grades will count as unsuccessful credit hours attempted. Please note this is specifically in reference to repeating identical coursework at CSU-Pueblo. Credits accepted as transfer credits that may count as equivalent to coursework offered here at CSU-Pueblo do not count as course repetition.

Withdrawals: Withdrawals do not affect a student's cumulative GPA for SAP, but count as credit hours attempted toward both pace and maximum time frame. Please note that a withdrawal (grade of "W") has great distinction from courses which are simply dropped (no grade and no record of attempt).

Unofficial Withdrawals: Students who do not earn passing grades for the period of enrollment (the grade point average for the period of enrollment is 0.00) and do not complete the Official Withdrawal process are placed on Financial Aid Suspension (see Evaluation below for more details on Financial Aid Suspension), unless cumulative SAP standards are met.

Incompletes: At the time of evaluation (the end of each period of enrollment), Incompletes (grade of "IN") do not affect a student's cumulative GPA for SAP, but count as credit hours attempted toward both pace and maximum time frame. Students with grades of Incomplete which become new letter grades prior to or during a subsequent period of enrollment and that may affect financial aid eligibility for that period of enrollment can contact Financial Aid for further evaluation.

Transfer credits: Transfer credits do not count toward a student's cumulative GPA for SAP, but do count as both attempted and completed credit hours (100%) toward pace and maximum time frame.

Maximum Time Frame

Undergraduate students - attempted credit hours may not exceed 150% of the educational program

Graduate students - attempted credit hours may not exceed 100% of the educational program

Note that both Pace and Maximum time frame are measured in credit hours only, regardless of full time or part time attendance.

All students enrolled at CSU-Pueblo are evaluated for SAP at the end of each period of enrollment, after the Registrar's Office has released official grades. Students can find their SAP status within the Financial Aid menu on PAWS. Listed here you will find each status and definition:

- **Eligible** – Student is eligible for financial aid. This category may include students with no SAP issue at all, students who have appealed successfully and have successfully completed their Probation period of enrollment, students who have successfully completed their Probation period of enrollment and are following their Academic Plan, and students who have met SAP after being Ineligible previously.
- **Warning** – Failure to make SAP, but student is financial aid eligible for one more period of enrollment and must make SAP by the end of that period of enrollment or student will be placed on Financial Aid Suspension. Warning status is not appealable.
- **Suspension:** - Failure to make SAP after a Warning period, but student is eligible to appeal. If the appeal is approved, the student can continue financial aid eligibility for another period of enrollment under a Probation status. Students may also choose not to appeal and attempt to regain financial aid eligibility by meeting SAP while paying out of pocket (without any financial aid).
- **Probation** - Failure to make SAP, but appeal is approved and student is financial aid eligible for one more period of enrollment, or possibly more if following required Academic Plan (which may include documentation requirements not directly related to academic performance).

Appeal Procedure

Students may appeal their SAP Suspension online via their [PAWS account](#) by selecting the Financial Aid link, SAP tab, or through the SAP Appeal link found on the Student Financial Services Satisfactory Academic Progress policy page. The appeal must explain what extenuating circumstances occurred and a plan for corrective action. Students must also submit any third-party documentation of their extenuating circumstances. Students exceeding maximum timeframe must also provide a graduation plan showing remaining required

courses for degree completion. The Financial Aid Committee will review the students appeal and render a decision. The Committee may ask for additional information or an academic plan. The Committee's decision is final. Students will be notified of the Committee's decision via their campus email account. Students who have an appeal approved will generally have one semester to correct their deficiencies, or must meet the requirements set by the academic plan. Students whose appeals are not approved may regain financial aid eligibility only by meeting the SAP cumulative standards. Students may appeal SAP suspension twice during the course of their degree completion.

APPEAL DEADLINES

- Fall – First Friday of Fall semester
- Spring – First Friday of Spring semester
- Summer – Students planning to attend summer courses need to plan for payment of their bill knowing in advance they are aid ineligible and their appeal may not be reviewed or approved until the coming regular semester.

Absolutely no appeals will be reviewed after the first Friday of courses for a given period of enrollment.

Academic Plans

All students who appeal successfully and are subsequently placed on Probation will automatically have a minimum Academic Plan consisting of at least 2.0 GPA and 75% completion rate (3.0 GPA and 100% completion rates for graduate students) within subsequent periods of enrollment. The Financial Aid Committee will further develop Academic Plans for individual students based on the particular situation and content of appeal on a case by case basis. The requirements of these more rigorous plans will be made in writing and signed by the student prior to a subsequent financial aid disbursement, and the Academic Plans will be monitored by the Financial Aid Committee or designee.

Note that the SAP policy differs from CSU-Pueblo's Good Academic Standing policy (see Catalog), and in particular the difference between an SAP Academic Plan and the Academic Improvement Plan from the Center for Academic Enrichment. The SAP policy reviews both Pace and Maximum time frame, in addition to GPA, and all attempted credit hours are included in reviewing student eligibility, including those excluded by the Registrar's Office in Academic Renewal situations. These two policies also have separate appeal procedures.

This SAP policy is effective July 1, 2014, and supersedes all other CSU-Pueblo SAP policies published on the web and/or in prior catalogs.

OFFICIAL WITHDRAWAL POLICY

Students, who totally withdraw from the University, for any reason, when it is passed the drop period, must initiate the Official Withdrawal process by contacting the Center for Academic Enrichment. A withdrawal from the University is not considered official until the following three required steps are completed:

- 1) Students must obtain an Official Withdrawal Form from the Center for Academic Enrichment.
- 2) Students must speak with a Financial Aid Counselor in Financial Aid.
- 3) Students must speak with student billing to discuss any balance owed or payment arrangements.
- 4) Students must turn in the Official Withdrawal Form with all required signatures from the above named offices to the Registrar's Office to finalize the withdrawal.

This process ensures proper notification of instructors for grading purposes. Students who do not complete the Official Withdrawal process will potentially receive all failing grades on their transcripts and will be required to repay their unearned federal financial aid based on 50 percent of the semester unless they can provide acceptable documentation proving they were in attendance passed 60 percent of the semester. Total withdrawals will not be processed after the last scheduled class day of the semester.

Please note that Official Withdrawal will affect the degree completion rate of the student and may affect their eligibility for financial aid. Please review the University's Satisfactory Academic Progress Policy (SAP) at: <https://www.csupueblo.edu/financial-aid/general-policies.html> .

Students who totally withdraw from the University after the drop period through 60 percent of the semester will have their tuition and fees prorated. A federal formula is used to determine the amount of federal financial aid earned by the student, which will be calculated for students who withdraw within 60 percent of the semester based on the percentage of the semester completed. If the student received less assistance than the amount earned, the student may be able to receive those funds. If the student received more assistance than earned, the excess funds must be returned. The amount of federal financial aid unearned will be deducted from the adjusted tuition and fee amounts credited to the student's account; however, there may be additional institutional charges that were not covered by federal financial aid and will be reflected in the total amount owed by the student. Students may use the following calculation to estimate the amount of Title IV aid he or she earned prior to the withdrawal date.

of days student completed*/total # of days in period of enrollment = percentage of aid earned

*Scheduled breaks of five or more days will be excluded from calculation.

Students who complete an Official Withdrawal after 60 percent of the period of enrollment will not have their tuition and fees adjusted or the federal financial aid received adjusted. Please note that federal financial aid received may not cover the total amount of institutional charges owed by the students. Students can review their account balance through their PAWS account.

Students who complete Official Withdrawals within 60 percent of the period of enrollment and did not receive federal financial aid will have their tuition and fees prorated based on the day the Official Withdrawal was initiated by the student through the Center for Academic Enrichment.

Students who cease attendance from the University and drop all courses during the drop period will receive a 100 percent tuition refund and will be responsible for repaying all of their financial aid funds received back to the University. Students are not eligible to receive federal financial aid when they have dropped all courses and no longer attend. Please review the Financial Aid Policies for more information.

LAST DATE OF ATTENDANCE

The Financial Aid Office processes federal student aid for CSU-Pueblo students each academic year. As a part of our Program Participation Agreement with the Department of Education (ED), CSU-Pueblo agrees to award these funds in compliance with Title IV regulations. One of these regulations requires students to meet all eligibility requirements at the time of aid disbursement. This includes student enrollment and participation in all courses for which he/she receives Title IV aid. **When a student withdraws from one or all courses during the term or if the student is awarded a non-passing grade (F)**, as an institution, we are required to document that the student did participate in any or all courses for which he/she received Title IV aid, and to document the last day that the student attended/participated. (Please see section Last Date of Attendance on page 51 for further details.)

FINANCIAL AID PROGRAMS

GRANTS

All grants are listed on our webpage:
<https://www.csupueblo.edu/student-financial-services/grants.html> .

The following are three common need-based funds.

Federal Pell Grant

The Federal Pell Grant amount is determined by the Expected Family Contribution (EFC) listed on the Free Application for Federal Student Aid and whether the student is enrolled full-time or part-time. Generally, Pell Grants are awarded only to undergraduate students. In some cases, students might receive a Pell Grant for attending a post-baccalaureate teacher certificate program.

Colorado Student Grant (CSG)

Generally the CSG is for full-time undergraduate students and is awarded to Colorado residents on the basis of financial need as determined by the Colorado Commission on Higher Education. Funds are provided by the Colorado General Assembly.

Federal Supplemental Education Opportunity Grant (FSEOG)

The FSEOG is designed to assist undergraduate students with exceptional need, targeted to Federal Pell Grant recipients and other exceptional need students.

STUDENT EMPLOYMENT/ WORK STUDY

Work study provides part-time jobs to students. The program provides students with meaningful work experience, preferably related to their academic major. Students may use work study funds to supplement their income and help meet educational expenses. The program is funded by both the federal government and the Colorado General Assembly. The University annually employs approximately 650 students in the Student Employment program.

General Qualifications:

- 1) Must be enrolled at the University as a degree-seeking student.
- 2) Must be making satisfactory academic progress.
- 3) Must enroll in and maintain six (6) credit hours for each term employed.

Colorado Work Study

The Colorado work study program is funded by the Colorado General Assembly. To be eligible, students must be undergraduate Colorado residents.

Students must complete the Free Application for Federal Student Aid (FAFSA) to determine eligibility for work study. Students are selected for the program if qualifications are met and if funds are available. Generally students must demonstrate financial need, but the University is allowed to award a portion of the Colorado

work study funds to students who have little or no financial need.

Federal Work Study

The federal work study program is funded by the federal government. To be eligible, students must demonstrate financial need.

Students must complete the Free Application for Federal Student Aid (FAFSA) to determine eligibility for work study. Students are selected for the program if qualifications are met and if funds are available. Students may work on campus or at off-campus community service designated sites and must be enrolled in undergraduate or graduate programs.

STUDENT LOANS

Prior to any federal education loan being processed by CSU-Pueblo, the applicant must complete the financial aid application process.

Federal Direct Loans

The U.S. Department of Education administers several loan programs designed to offer low-interest funding to students and their parents who need to borrow money to cover the costs of education. Below is a summary of the loans available:

Direct loans are either subsidized or unsubsidized. A **subsidized** loan is awarded on the basis of financial need. The federal government pays the interest while the student is in school.

An **unsubsidized** loan is not awarded on the basis of need. Students are charged interest from the time the loan is disbursed until it's paid in full. If you allow the interest to accrue while you're in school or during other periods of nonpayment, it will be **capitalized**—that is, the interest will be added to the principal amount of the loan, and additional interest will be based on that higher amount.

The Federal Direct Loan Program is intended solely to aid students pursuing a degree in higher education. Students should borrow only the amount they believe is necessary to pay for educational costs. Keeping the amount of a loan at a minimum will ease repayment.

Student Loan Amounts

Federal Direct Loan interest rate is fixed. Borrowers will be notified of interest rate changes throughout the life of the loans.

Annual Loan Limits for Direct Loans

Freshman Undergraduate Student

Dependent \$5,500—only \$3,500 may be subsidized
Independent \$9,500—only \$3,500 may be subsidized

Sophomore Undergraduate Student

Dependent \$6,500—only \$4,500 may be subsidized
Independent \$10,500—only \$4,500 may be subsidized

Junior or Senior Undergraduate Student

Dependent \$7,500—only \$5,500 may be subsidized
Independent \$12,500—only \$5,500 may be subsidized

Maximum Total Debt Allowed Undergraduate Student

Dependent \$31,000—only \$23,000 may be subsidized
Independent \$57,500—only \$23,000 may be subsidized

*Graduate students may borrow up to \$20,500 (unsubsidized) each academic year. Aggregate limits are also higher.

Minimum Credit Hours Required To Receive Student Loans

Fall/Spring Semesters

Undergraduate 6 credits
Graduate 5 credit hours

Summer Semester

Undergraduate 6 credits
Graduate 3 credit hours

Federal Direct Parent Loan for Undergraduate Students (PLUS)

PLUS enables parents who do not have an adverse credit history to borrow to pay the education expenses of each child who is a dependent undergraduate student enrolled at least half-time. The interest rate is a fixed rate. Credit checks are conducted by the lender to determine loan approval. If the loan is denied the lender is responsible for notifying the parent (borrower).

The borrower (parent) must begin monthly payments of a Federal Direct (PLUS) loan 60 days after the final disbursement of a loan or borrowers may choose to defer payments until 6 months after the date the student ceases half-time enrollment.

EXIT COUNSELING

Students who are graduating, totally withdrawing, dropping below 6 credits of enrollment, or otherwise not returning to the University for any reason must complete Exit Counseling if they have ever borrowed any federal loan from any educational institution. Exit Counseling is completed online at www.studentloans.gov. (Students

seeking information about repayment options, grace periods and consequences of not repaying a student loan can visit Student Aid on the Web at www.studentaid.ed.gov).

SCHOLARSHIPS

To be considered for University grant and scholarship aid, students must complete the University Scholarship Application. Also, Financial Aid administers a number of private scholarships funded by individuals, foundations, agencies, and organizations. All CSU-Pueblo students may apply on-line at our webpage: <https://www.csupueblo.edu/student-financial-services/scholarships/index.html> for institutional scholarships by submitting an institutional application by the March 1 deadline. Recipients are selected by various committees.

Students are encouraged to visit: <https://www.csupueblo.edu/student-financial-services/scholarships/index.html> for more information about scholarship searches or visit **Student Financial Services** in Administration Building, Room 212.

Impact on Financial Aid

As a direct resource, scholarships are part of the student's financial aid package. If the student's financial need is already met at the time of scholarship notification, other aid may be reduced or cancelled. Pell grants are never reduced as the result of a scholarship.

HOW AID IS DETERMINED

Financial need is the difference between the Cost of Attendance (COA) and the expected Family Contribution (EFC). Financial needs can be expressed as an equation:

COA minus EFC equals financial need.

$$\begin{array}{r} \text{COA} \\ - \text{EFC} \\ \hline \text{Financial need} \end{array}$$

For each student, the COA, EFC, and financial need will be different. Financial aid is offered to help the student cover their financial need depending on specific qualifications and available funding.

The Cost of Attendance includes:

- Tuition & Fees
- Books & Supplies
- Room/Board
- Transportation
- Medical and Dental Expenses
- Personal Expenses

The Colorado Commission of Higher Education determines the amount for each budget item. Tuition & fees are based on actual cost, and the other items are adjusted according to whether you live on-campus, off-campus, or with parents.

Please also note that the Cost of Attendance may not be exceeded once all federal, state, University, and private (outside) sources of financial aid has been considered. This includes all loans, grants, scholarships, and federal and/or state work study earnings.

Consortium Agreements

A Consortium Agreement is a signed document by which an individual student is enrolled and receives financial aid at CSU-Pueblo (Home Institution) while taking coursework at another (Host Institution). Because financial aid is only disbursed by CSU-Pueblo, the agreement allows the student's enrollment and costs at the Host Institution to count toward total financial aid eligibility.

Criteria for use:

- Coursework is transferable and counts toward degree at CSU-Pueblo
- Student is a junior or senior
- Student is PELL eligible
- Student is enrolled in 6 credits at CSU-Pueblo
- Cannot be used for correspondence or remedial courses
- Student must provide proof on enrollment at the Host Institution
- Student is responsible for paying tuition and fees at the Host Institution
- No CSU-Pueblo financial aid will process or be disbursed until after the drop/add period
- **Consortium agreements must be submitted by the end of the Drop/Add period for the term in which the student is applying**

VETERAN EDUCATIONAL BENEFITS

Colorado State University Pueblo Military and Veteran Success Center (MVSC), located in OSC 114, telephone (719) 549-2910, assists all students to reach their educational goals while serving our country as well as those who have served transition to new opportunities in completion of educational goals. The MVSC is here to assist veterans, active duty and their families on educational benefits, advising, tutoring, mentoring, financial assistance, and career planning as it relates to military education benefits.

The MVSC serves as the intermediary between students and the Department of Veteran Affairs (DVA). All students utilizing VA education benefits: Chapters 30, 31, 32, 33, 35, 36, 1606, and 1607 are required to contact the MVSC.

All students utilizing VA education benefits must submit a current schedule every semester for certification.

Military Tuition Assistance

The process for utilizing military tuition assistance (TA) varies per branch. If assistance is needed in utilizing TA, contact your base education center before starting the semester. If utilizing Army TA a student can also contact our CSU-Pueblo Office at the Ft Carson Education Center Building 1117.

Scholarships

The VEB can provide students information on various scholarships for veterans, active-duty, National Guard and Reserve, and family members.

Work-Study

VA work-study employment is available to any VA education recipient who is enrolled at three-quarter time or more. Students may obtain employment at any VA approved facility. Interested students should contact the VEB.

LAST DATE OF ATTENDANCE

The Veterans Affairs Office processes VA benefits for CSU-Pueblo students each academic year. As part of regulation (Section 21.4203 of Title 38) Subsection (d), the Department of Veterans Affairs requires the institution to determine if a student is eligible to receive VA benefits. This regulation requires students to meet all eligibility requirements. This includes student enrollment and participation in all courses for which he/she has been certified for. **When a student withdraws from one or all courses during the term or if the student is awarded a non-passing grade (F)**, as an institution, we are required to document that the student did participate in any or all courses for which he/she received VA Benefits, and to document the last day that the student attended/participated. (Please see section Last Date of Attendance on page 51 for further details.)

Veterans Resource Center (VRC)

VRC is located in the LARC 374, (719) 549-2875, and is accessible to all veteran populations. The VRC's mission is to increase the access and opportunity between veterans for social engagement, academic information and information dissemination. We offer a student lounge for tutoring, veteran mentorship, meetings, eating lunch or just relaxing between classes. We also have a computer lab with printers. This office also hosts our local partners from Campus and the Pueblo community. The VRC office can be reserved for organizations that provide services for veterans, such as Advisors, Counselors, Veteran Service

Officers, and VA counselors. If you would like to reserve service hours, look for available times on our calendar and request date(s) and time(s) via email or our front desk.

BUREAU OF INDIAN AFFAIRS

Students, who identify as American Indian, Eskimo or Aleut, and are recognized by a tribal group served by the Bureau of Indian Affairs, may apply for a BIA grant. The amount awarded is based on financial need and availability of funds from the area agency. For additional information, write to: Scholarship Office, U.S. Department of the Interior, Bureau of Indian Affairs, P.O. Box 370, New Town, ND 58763 or visit with your tribal groups Educational Advisors.

BILLING

Student billing is a resource for students and parents seeking information on tuition and fees, payment due dates, COF, tuition appeals, request for refunds, third party, 1098-T's and general billing information. Students may obtain information from Student Financial Services in the Administration Building, Room 212 or by calling 719-549-2181 or 549-2178. You may also email student billing: studentbilling@csupueblo.edu.

TUITION AND FEES

Tuition and fee rates are on-line at
<http://www.csupueblo.edu/business-financial-services/Tuition-and-Fees/index.html>

Tuition rates are established by the Board of Governors of the Colorado State University System following budget action of the Colorado General Assembly. The Board of Governors normally acts on tuition and fee (course, program, and department) charges at a meeting prior to the start of the academic year. The Student Fee Governing Board (SFGB) is the body at Colorado State University-Pueblo responsible for recommending Permanent Student Purpose Fees (mandatory fees). There may be other fees associated with a student enrolled at the University. All fees and charges are subject to change. Go to your TWOLF Student Portal and then log into PAWS to view billing information.

PAYMENT DUE DATES

Student Balance is due in full on the specified date of each semester. Any remaining balance after the first payment due date will be assessed a 1.5% finance charge each month. The finance charges will appear in the students PAWS account as an Extended Payment Plan Charge (EPPC). EPPC's assessed will not be removed for pending private scholarships that have not been received by the university and will only be removed due to institutional error. Visit the Billing web page and/or call

Student Financial Services for more information.
<http://www.csupueblo.edu/student-financial-services/Student-Billing/index.html>

To view your bill: access your Student Paws/Billing Page.

COLLEGE OPPORTUNITY FUND

The College Opportunity Fund (COF), created by the Colorado Legislature, provides a stipend to eligible undergraduate students. The stipend pays a portion of your total in-state tuition when you attend a Colorado public institution or a participating private institution. Eligible undergraduate students must **apply** at <https://cof.college-assist.org>, be **admitted** and **enrolled** at a participating institution. Both new and continuing students are eligible for the stipend. Qualifying students may use the stipend for eligible undergraduate classes. The stipend is paid on a per credit hour basis to the institution at which the student is enrolled. The credit-hour amount will be set annually by the General Assembly. **Basic skills courses are not covered by COF.** If COF tasks are not completed by the end of the semester, students will be responsible for payment of the COF portion as well as the student share.

To be eligible for COF students must not only be a Colorado resident and pursuing an undergraduate degree but must also apply, be admitted, enrolled and authorize the University to use COF through the student PAWS account. Students pursuing a second bachelor's degree (Degree Plus) may also be eligible for COF and should contact Student Financial Services for more information.

DELINQUENT STUDENT ACCOUNTS

Students are subject to any or all of the following actions if they have a delinquent debt to the University:

- Inability to view grades
- Administratively withdrawn
- Diplomas and transcripts held (official and unofficial)
- Letters of Completion for graduation withheld
- Enrollment and degree verification (of National Student Clearinghouse will be restricted)
- No future course registrations allowed
- Turned over to a collection agency

Reasonable collection/legal costs will be added to the amount due. Any student who pays with a check that is returned unpaid by his/her bank will be subject to all of the penalties for late payment and also will be charged an additional \$25 fee.

TUITION APPEALS

The Tuition Appeals Committee will consider requests for adjustment to tuition and fee charges when a student can document extenuating circumstances. Appeals must be made no later than thirty (30) days past the end of the term in question. The Appeals committee meets only once a month. Appeal forms can be obtained by contacting Student Financial Services in the Administration Building. **No adjustment/refunds of tuition and fees will be made to a student who is suspended, dismissed or expelled for a breach of discipline.**

THIRD PARTY

All students who have a designated third party that will be making payment on the student's account must submit completed forms to the Student Financial Services office before the first payment due date. Once the proper forms are received, invoicing for all third party sponsors will begin to be processed after the drop/add date. For further information please contact Student Financial Services.

REQUEST FOR REFUND

Students who have a credit on their account from an overpayment can request a refund by completing a request for refund form. Students who want to leave a credit on their account can do so for an upcoming semester. Once the request for refund form is submitted it will be verified and processed in one to two weeks. Students can pick up a request for refund from by visiting the Student Financial Services office in Administration building room 212 or by visiting the main CSU-Pueblo website. https://www.csupueblo.edu/business-financial-services/_doc/student-billing/request-for-refund.pdf

ACCESSING 1098-T

To access your 1098-T tax form please visit the Heartland ECSI website below. For further questions please contact Student Financial Services. <https://heartland.ecsi.net/>

STUDENT SERVICES

CAMPUS LIFE, STUDENT ENGAGEMENT AND DEVELOPMENT

STUDENT AFFAIRS

Student Affairs strives to support the University's goals for student learning and success by creating and maximizing opportunities, programs, and services for personal, professional, and leadership development that promotes respect for self and others, collaboration and service to the community.

The Office of Student Affairs
Occhiato Student Center Suite 201
<https://www.csupueblo.edu/student-affairs/>
Phone: 719-549-2586

RESIDENCE LIFE AND HOUSING

Live, learn, and enjoy the opportunities of a lifetime in campus housing. Living on campus can be an enriching experience and a great way to ensure success.

The residence halls are home to more than 850 students. The University Residence Life and Housing Office is located in the Occhiato Student Center in Suite 201. Each hall has a front desk and staff dedicated to the building.

Most of the residence hall rooms are designed for two people living in double rooms with a shared bathroom. All of the rooms come with an extra-long twin bed, dresser, desk, and desk chair for each individual. Rooms will also include a microfridge in each room. Rooms have cable and internet access—either Ethernet or wireless as routers are not permitted within the Residence Halls. Front desk are staffed by student staff in order to check guest in and out of the hall and to answer question and check out equipment to residents.

Live-in Requirement

CSU-Pueblo requires All newly admitted First Year and Transfer students, under 21 years of age, with a home address outside of Pueblo County, who graduated high school or the equivalent in the preceding academic year to live on campus for two academic years (four (4) complete academic semester, excluding summer).

All newly admitted First Year, Transfer and Returning students, under 21 years of age, with a home address outside of Pueblo County, who graduated high school or the equivalent two academic years prior are required to live on campus for one academic years (two (2) complete academic semester, excluding summer). *For example, if a student graduated high school in the 2017/2018 academic year, the student is required to live on campus for the*

2018/2019 and 2019/2020 academic years. If that same student who graduated in spring of 2018, transferred in for fall of 2019, they would only be held to one academic year on campus.

Students who meet one or more of the following criteria may request an exemption to the two-year live-on requirement. The exemption criteria include but is not limited to:

1. Student will commute from their parent's or guardian's home within Pueblo County.*
2. Student has lived on campus for the equivalent of two full academic years at another University before transferring to CSU-Pueblo. *Students who transfer into CSU-Pueblo with only one year of live-on experience at their previous institution will only need to live on campus at CSU-Pueblo for one year.*
3. Student is 21 years of age or older prior to the start of the fall semester.
4. Student is married and/or has a dependent child.
5. Student is enrolled in less than twelve (12) credit hours or taking all online classes.
6. Student is a member of the United States military who has served for one (1) year or more.
7. Student is exempted for medical reasons.

**Special consideration may be given to students with home addresses within 50 miles of CSU-Pueblo who wish to reside with their parent or legal guardian. If granted, the approved address must be listed as the student's permanent address with the University.*

Students seeking an exemption from the live-on requirement for housing must complete a Housing Exemption Form and receive approval. The Housing Exemption Committee will determine if an exemption to the live-on requirement will be granted and students will be notified of the committee's decision.

All residential students are required to have a meal plan. Students failing to meet these requirements will be assigned housing and will be assessed the costs of the housing rate assigned and board charges.

Residence Hall Association

Residence Hall Association (RHA) is a student organization within the residence halls with a focus on student programming. Being involved in RHA can be as easy as being a floor representative in your hall. Each hall has a hall council which works with the executive board of RHA to do programming for all halls. Being in RHA also allows the opportunity to attend regional and national conferences and the ability to network with other students across the nation. Involvement in RHA is a good opportunity for students to build networking and leadership skills on campus while being a part of the residence life experience.

Crestone Residence Hall

This residence hall is home to 252 students in 72 bedroom suites. It features a laundry room, warming kitchen, a state of the art classroom, mail boxes, and meeting space. A glassed-in lounge is located on each floor. There are also card access security entrances to provide a safe living and learning environment. This building is designed for wireless internet access.

Culebra Residence Hall

Culebra Hall has four floors of mostly suite-styled student rooms, totaling 235 beds, a commons/lounge area with adjacent small study rooms, laundry room, mail boxes, and a food venue offering soups, snacks, and sandwiches. A glassed-in lounge is located on each floor. There are also card access security entrances to provide a safe living and learning environment. This building has wireless internet access.

Greenhorn Residence Hall

This residence hall offers four floors of mostly suite-styled student rooms totaling 263 beds with a commons/lounge area and adjacent small study rooms, laundry room, mailboxes, warming kitchen, and fully-equipped technology classroom. A glassed-in lounge is located on each floor. There are also card access security entrances to provide a safe living and learning environment. This building has wireless internet access.

Application Information

A \$150 non-refundable application fee must accompany each application. Housing contracts are issued for the entire academic year and must include a meal plan.

Contract Board (Meal Plan) Policies

Residence hall students are required to contract for meals at the University. Meal plans are purchased each term and allow the student full dining privileges for that term. Special diets prescribed by a physician are given consideration.

Contact information for University Housing is:

Residence Life and Housing
2290 Bonforte Boulevard
Pueblo, CO 81001
Phone: (719) 549-2602
Fax: (719) 549-2636
Email: Housing@csupueblo.edu
Website: <http://www.csupueblo.edu/housing/>

University Village at Walking Stick (Student Apartment Housing)

University Village at Walking Stick is Colorado State University-Pueblo's on-campus apartment community for students and offers a unique housing opportunity for sophomores, juniors, and seniors or for students 21 years of age or older.

The apartments offer high-speed Internet access in each bedroom and common area, as well as cable TV in each bedroom and common area. Each unit features individually controlled heating and air-conditioning. Each unit is two-stories. Two floor plans are available, each consisting of 4-bedrooms and 2-bathrooms. All utilities are included in the housing plan.

Academic year occupancy begins August 22nd and extends through May 6th. Students in the apartments are not required to purchase a meal plan.

The interior of each apartment offers a kitchen, dining and living room on the first floor and a study loft on the second floor. Each floor plan features four private locking bedrooms and a semi-private locking vanity and bathroom on each floor. Bedrooms range in size from 108 square feet to 124 square feet with large closets. This student community also features a spacious and inviting clubhouse, an outdoor basketball court, park benches, and restricted on-site parking. On-site laundry is provided in the clubhouse for all University Village at Walking Stick residents.

Application Information for University Village at Walking Stick

A \$150 non-refundable application fee and a \$100 non-refundable restoration fee must accompany each application. University Village at Walking Stick contracts are issued for entire academic year and do not require a meal plan.

Contact information for the University Village at Walking Stick is:

Residence Life and Housing
2200 Bonforte Blvd.
Pueblo, CO 81001
Phone: (719) 549-2602
Fax: (719) 549-2636
Email: housing@csupueblo.edu
Website: <http://www.csupueblo.edu/Housing/Pages/default.aspx>

Housing for Students with Families

Although the University does not provide housing for students with families, the Pueblo community offers a

variety of rental options including homes, condominiums, and apartments.

STUDENT RECREATION

<http://www.csupueblo.edu/sr/>

Student Recreation and its affiliated programs offer comprehensive and vibrant experiential opportunities that enhance students' fitness and wellness, knowledge, personal skills, and enjoyment by providing:

- Opportunities for a variety of activities that may contribute to individual physical fitness and wellness.
- Opportunities for organized, cooperative, and competitive activity.
- A medium through which students can learn and practice leadership, management, program planning, and interpersonal skills.
- Access to quality facilities, equipment, and programs.

The Student Recreation Center (SRC) is a student-funded facility designed to serve the recreational needs of students at CSU-Pueblo. Built in August 2008, the building is approximately 43,000 square feet located adjacent and attached to the southern portion of the HPER Building.

The Student Recreation Center facilities:

- Cardiovascular, strength, and conditioning areas
- Group fitness and dance studio
- Multi-court gymnasium with an elevated 1/12th mile running track
- Four racquetball courts (one convertible squash court)
- Swimming pool
- Rock climbing wall
- Functional Fitness Room
- Locker rooms
- Lounge (Wi-Fi access) with indoor & outdoor seating area
- Health and wellness suite
- Outdoor athletic track and artificial turf field
- Outdoor Challenge (ropes) Course
- Outdoor Pursuits Programs (equipment rental program & trips)

Student Recreation Center Programs

<http://www.csupueblo.edu/sr/>

Students are encouraged to regularly check the SRC website for updated information including: intramural events and deadlines, fitness schedules, pool schedules, and calendars for upcoming trips and events.

Intramural Sports and Club Sports

(719) 549-2087 or email bill.moorman@csupueblo.edu

Intramural Sports provide the opportunity to compete in

various organized, safe, and friendly sporting activities during the academic year. Our goal is for every participant to have fun and enjoy the campus community emphasizing recreation, health, wellness, teamwork, leadership, sportsmanship, and social interaction.

Some of the activities offered include: flag football, soccer, basketball, volleyball, softball, arena football, ultimate frisbee, indoor soccer, table tennis, and various video game tournaments.

Club sports are a group of **student organizations** established to promote and develop the interests and skills of its members in sport-related activities. The club sports program is **student initiated**, and the emphasis is placed on student participation. Participation in club sports is completely voluntary. Membership is open to all current students regardless of skill level. Club Sport teams practice, travel, and compete on behalf of CSU-Pueblo. Current offerings include: Bass Fishing, Baseball, Men's Basketball, Climbing, Men's Rugby, Rodeo, Men's Soccer, and Women's Volleyball.

Group Fitness

(719) 549-2085 or email lisa.martin@csupueblo.edu

A variety of fitness classes are offered for participants wanting to get a great cardio workout, to burn some fat, and/or tone their bodies. Classes are open to participants of all fitness levels. Participants are encouraged to work at their own level. Classes are taught showing routine options to accommodate different audience skill levels (low, intermediate, and advanced). Walk-ins are always welcome!! You may join a class at any time and attend as often as you wish.

Classes are led by well-trained, friendly, and enthusiastic instructors who are either certified and/or have been through a rigorous training program focusing on proper technique, safety, and class format. Each instructor is allowed to teach with his/her own unique style, which enhances and adds variety to the program.

Equipment is provided for most classes, including steps and risers, Bosu balls, free weights, Body Bars, resistance bands and tubing, mats, yoga mats and blocks, jump ropes, and more!

Outdoor Pursuits

(719) 549-2091 or email

sr.outdoorpursuits@csupueblo.edu

The Outdoor Pursuits Program offers a wide range of outdoor recreation and skill-building activities for students. Outdoor Pursuits core programs are:

Outdoor Programs/Trips

Professional and student staff members guide trips such

as camping, hiking, skiing, snowboarding, rock climbing, kayaking, backcountry skiing/riding, snowshoeing, avalanche safety training, backpacking, peak climbing, and mountain biking.

Outdoor Pursuits can also provide maps, trip or route advice, reading material, and other resources to plan individual adventures.

Challenge Course/Team Development Programs

Challenge Course consists of a series of obstacles known as elements suspended from utility poles constructed with steel cables, ropes, and wood. The course offers a challenging environment (emotionally, mentally, and physically) designed to promote teamwork, cooperation, and group problem-solving skills, as well as develops individual self-confidence.

Programs are designed for a unique adventure based upon a group's objectives. Programs vary in degrees of difficulty, depending upon each group's specific needs and goals. Physical prowess is not necessary for participation; however, teamwork and cooperation are essential to help individuals discover the value of trust, shared responsibility, and mutual support. Trained facilitators provide positive support and encouragement as participants explore their individual and group abilities.

Rock Climbing Wall

The climbing wall at CSU-Pueblo located in Massari Arena has six top rope climbing routes and three sport lead routes. Classes range from an introductory session for the first timer to advanced anchor and rescue workshops. The wall is open during the day and evenings.

Equipment Rental

The Outdoor Pursuits Program provides CSU-Pueblo students with the opportunity to rent equipment for their own personal trips. Available by reservation for a modest term user fee, outdoor equipment includes:

- Mountain bikes
- Telemark skis, boots and backcountry gear
- Snowshoes and poles
- Tents
- Backpacks
- Camping equipment and cooking gear
- Maps, guidebooks
- Sleeping bags
- Rock climbing shoes

OFFICE OF DIVERSITY & INCLUSION (ODI)

The Office of Diversity & Inclusion develops, promotes, and supports a welcoming environment for underrepresented students, faculty, and staff by providing

transformative and educational learning experiences.

Diversity

The ODI collaborates with several organizations and departments to sponsor diversity programming throughout the year. These activities are held in conjunction with national holidays and cultural celebrations and are open to the entire student population and the local community. Examples include: Hispanic Heritage Month, Martin Luther King's Birthday, Black History Month, Disability Awareness Month, Lesbian, Gay, Bisexual, and Transgender Pride Week, Native American Day, Women's History Month, and Asian & Pacific Islander Heritage Month, etc.

Academic Support

Intellectual growth is important outside the classroom; therefore, activities and programs involving academic and student services departments are scheduled throughout the term to assist students to develop critical thinking; provide students with the skills necessary to maximize their talents and knowledge in order to advance towards a degree; and to develop an understanding of diversity in literature, art, mathematics, science, social science, and globally.

The Center also utilizes a variety of strategies such as cultural and diversity workshops and programs to develop an awareness of the diversity in our global society.

Leadership

The ODI provides opportunities for students to learn about educational opportunities and career opportunities. The ODI staff conducts, supports, and co-sponsors programs that encourage student learning and enhance student retention such as local and national internships, conferences, and workshops. Students are also encouraged to participate in University programs, clubs, organizations, and conferences on and off campus.

Facilities, Technology, and Equipment

The ODI is located in the OSC 108. Technology available to students includes computer stations with "wireless" capability. There are also study areas, microwaves, a television, and conference room for meeting and study group sessions. The Center is open from 8:00 a.m. until 7:00 p.m. Monday through Thursday and from 8:00 a.m. until 5:00 p.m. on Friday and is available upon request for the utilization of student organizations, departments, or committees by calling (719) 549-2627.

STUDENT ENGAGEMENT AND LEADERSHIP

The Office of Student Engagement and Leadership's (SEAL) mission is to provide students with co-curricular

learning and leadership development opportunities through activities, events, student organizations, fraternity and sorority life, and orientation which promote and enhance their student experience and provide them with a sense of belonging at CSU-Pueblo.

SEAL facilitates a comprehensive student engagement program intended to enrich the campus experience for University students. SEAL promotes opportunities for students to participate in student leadership experiences that result in broad organizational and involvement opportunities and enhance the overall educational experiences of students through development of, exposure to, and participation in social, cultural, multicultural, intellectual, recreational, and community service programs.

Throughout the academic year, SEAL promotes events that motivate, challenge, and encourage divergent thinking through activities and events for all CSU-Pueblo students. SEAL's popular events include speakers, comedians, hypnotists, magicians, do-it-yourself activities, talent competitions, movie nights, and concerts.

SEAL facilitates a vibrant campus environment in which students and student organizations are offered opportunities to:

- Participate in co-curricular out-of-class learning activities;
- Enhance leadership abilities;
- Widen healthy interpersonal relationships;
- Get involved in various productive ways;
- Explore activities in individual and group settings for self-understanding and growth;
- Learn about varied cultures and experiences, ideas and issues, and art and musical forms;
- Design and implement programs to enhance social, diversity, and academic opportunities;
- Design and implement programs that provide intellectual, recreational, community service, and campus involvement opportunities;
- Enable group interests and encourage group activities; and
- Learn about, and use campus facilities and other resources.

SEAL is located in LARC 267. Please visit the Student Activities website to view all events: www.csupueblo.edu/getinvolved. Contact (719) 549-2151 for more information or to learn how you can get involved with campus life or join the SEAL team.

Commuter Student Lounge

The Commuter Student Lounge is an informal social and educational environment for non-traditional and commuter students, where they can become aware of the services

and programs of the University and local community. The Center is a getaway space for students to study quietly before and after their classes. The Center is located on the second floor of the LARC, room 277.

Commuter Student Program

The Commuter Student Program provides engagement opportunities for CSU-Pueblo students that live off campus to promote a sense of community and belonging and to contribute to the students' social and academic integration at CSU-Pueblo.

The Commuter Student Advisory Board, part of the Commuter Student Program, is a student group that provides guidance to the Office of Student Engagement and Leadership on what types of programming and services that students who live off campus would like to see. To apply to be a part of the Commuter Student Advisory Board, complete the application on Packlink: <https://csupueblo.collegiatelink.net/>.

Associated Students' Government

The Associated Students' Government (ASG) is the students' governing body and promotes student affairs and the general welfare of the student body. It also addresses student concerns and/or complaints regarding any campus issue. ASG works to be the voice of students and to make students aware of administrative decisions on campus by having Senators as representatives on most of the boards and committees on campus.

ASG functions through three branches of government: Legislative, Executive, and Judicial. The Legislative branch, the ASG Senate, is composed of 14 senators elected from the student body. It is presided over by the Vice President. The Executive branch consists of the President and the Vice President. The Judicial branch is composed of up to five justices, one of whom is designated the chief justice. The senate meets weekly. Contact (719) 549-2151 for more information.

ThunderWolf Welcome New Student Orientation

New student orientation is the beginning of an ongoing process of introduction to the curricular and co-curricular opportunities available to students at CSU-Pueblo. The purpose of orientation is to facilitate the transition of new and transfer students into the CSU-Pueblo community, prepare students for the institution's educational opportunities and student responsibilities, and provide information to parents and families of new students as they support their students' educational endeavors.

During orientation students will: 1) learn about the academic requirements and expectations at the University; 2) meet other new students, experienced students,

University faculty, and University staff; 3) attend a variety of sessions on co-curricular activities and getting involved on campus; and 4) become familiar with the CSU-Pueblo campus and community.

Specific orientation requirements are posted on the website: www.csupueblo.edu/Orientation.

Student Leadership

Leadership programs at CSU-Pueblo strive to help plan and organize comprehensive leadership development programs that are designed to enhance the total learning experience for our students. Leadership Programs evaluate student needs and implements programs and activities that facilitate the learning, growth, and development of students and fosters leadership, civic engagement, and sense of community. Through leadership education, service learning and advocacy, students will become active citizens on campus, in their respective communities, and in the workplace. The Student Leadership Program is comprised of the National Society of Leadership and Success (NSLS), the Student Leadership Experience, and other Leadership Workshops held throughout the academic year.

Fraternity and Sorority Life

The Office of Student Engagement and Leadership is committed to enhancing Fraternity and Sorority Life and Fraternity and Sorority affiliated students to build a Greek community where students can have a positive collegiate experience. SEAL believes that the leadership opportunities provided by membership in fraternal organizations are endless and will be an outstanding part of a student's life during their undergraduate career. Fraternity and Sorority Life builds an inclusive Greek community and enhances the collegiate experience by supporting opportunities for siblinghood, leadership, service, and scholarship; and to serve as liaison among the collegiate chapters, parents, alumni, international organizations, and the University to provide organizational guidance, educational programs, and resources while challenging members to live their fraternal values. Each organization also has representation on Fraternity and Sorority Council.

CSU-Pueblo is proud to be the home of five national social Greek letter organizations: (1) Alpha Sigma Alpha Sorority - Zeta Pi Chapter, (2) Alpha Kappa Alpha Sorority, Inc. – Tau Tau Chapter, (3) Lambda Theta Nu Sorority, Inc. – Alpha Omicron Chapter, (4) Alpha Psi Lambda - CSUP Colony and (5) Lambda Chi Alpha – Delta Omega Chapter. Contact (719) 549-2225 for more information or to learn how you can get involved with a Greek-Letter Organization.

Major Events Series

Colorado State University-Pueblo hosts a series of major events each academic year. The series is an opportunity to learn from scholars, politicians, business people, and philanthropists who can inspire students and community members to think critically about current issues, trends, events, knowledge, diversity, and leadership. The series also features cultural events; including dance productions, major concerts, and comedy shows. The major events series is open to the public. Events are co-sponsored by the Office of Student Engagement and Leadership, the Student Fee Governing Board, the Office of Diversity and Inclusion, and other entities around campus.

For more information, visit: <https://www.csupueblo.edu/student-affairs/> or contact the Office of Student Engagement & Leadership at (719) 549-2687.

Student Organizations

CSU-Pueblo students have opportunities to take part in the activities of a number of student organizations. Students can search for student organizations and join them virtually through <http://www.csupueblo.collegiatelink.net/>. Students interested in starting a new recognized student organization must first find a faculty or staff member willing to advise the organization, four other CSU-Pueblo students to serve as offices interested in the same group, and develop a student organization mission statement and constitution. All students then must meet with the Office of Student Engagement and Leadership to complete the process. For information, please contact the Office of Student Engagement and Leadership at (719) 549-2151.

For a current list of student organizations, please visit the Student Organization website: <http://www.csupueblo.collegiatelink.net/>.

Academic Organizations

- American Society of Mechanical Engineers
- Art Club
- Associated General Contractors
- Association of Computing Machinery
- Athletic Training Club
- Automotive Booster Club Jr. B3
- Chemistry Club
- CSU-Pueblo Forensics Team
- CSU-Pueblo Health and Wellness Club
- Enactus
- English Club
- Honors Club
- HSB Accounting Club
- Institute of Electrical and Electronics Engineers
- Institute of Industrial Engineering

- Math and Physics Club
- Medical Science Society
- National Association of Music Education
- Physical Educators Club
- Political Science Club
- Pre-Vet Club
- Society of Mexican-American Engineers & Scientists
- Southern Colorado Association of Nursing Students
- Student Social Work Association
- Tempered Steel Literary Magazine
- Tri Beta Biology Club

Campus-Life Organizations

- Campus Activities Board (CAB)
- Residence Hall Association
- Winterguard

Cultural Organizations

- Black Student Union
- CSU-Pueblo Ballet Folklorico
- Latino Students' Union
- PRIZM: Gay, Lesbian, Bisexual, Transgender, Ally Alliance

Greek Letter Organizations

- Alpha Kappa Alpha
- Alpha Psi Lambda
- Alpha Sigma Alpha
- Fraternity and Sorority Council
- Lambda Chi Alpha
- Lambda Theta Nu

Honor Societies

- Golden Key Honor Society
- Phi Alpha Theta
- Phi Alpha Zeta Delta
- Sigma Alpha Pi (National Society of Leadership and Success)

Specific Interest Organizations

- Anime Club
- Army (ROTC)
- Campus Crusade for Christ
- Fellowship of Christian Athletes
- Residence Hall Association
- Student Veterans of America

SERVICES, SUPPORT, AND STUDENT DEVELOPMENT PROGRAMS

CAREER CENTER

The Colorado State University-Pueblo Career Center offers employment services and opportunities for students and alumni that will assist in developing a career objective, obtaining relevant work experience, and learning the skills necessary to conduct a self-directed job search.

The Career Center assists students with professional employment, internships, career planning and career coaching. This includes but not limited to: Résumé and Cover Letter development, interviewing skills, how to search and apply for internships, and strategies on how to conduct a self-directed job search.

The Career Center coordinates all on-campus recruiting with employers and coordinates the annual Dining Etiquette Training and the Spring Career Fair.

All off-campus employment, full, part-time, seasonal, and internship opportunities are posted on the Career Twelves website, via the Career Center webpage on a regular basis. Resources information such as Salary Surveys, How to Search for a Job, Dining Etiquette, and a variety of reference materials are also available in the Center.

The Career Center is located on the main floor of the University Library and Academic Resource Center (LARC), suite 187. For further information about programs and services offered by the Career Center, contact a staff member at (719) 549-2980 or visit our website at <http://www.csupueblo.edu/careercenter>.

DISABILITY RESOURCE & SUPPORT CENTER

The Disability Resource & Support Center assists in providing accommodations and services to students with documented disabilities. Students with documented disabilities should contact us in LARC 169 or call (719) 549-2648.

STUDENT COUNSELING CENTER

The mission of the Counseling Center is to provide a professional and confidential setting that meets the psychological, emotional and developmental needs of students as they pursue their academic goals.

Confidentiality

All visits to the counseling center are kept confidential within the limitations mandated by state and federal law. If you have questions, please be sure to discuss the limitations with your counselor.

Fees

Students are allowed eight free visits with a counselor per semester. After this time there will be a \$10.00 fee per session. If a student misses an appointment without advanced notice, there will be a \$10.00 no show fee added to the students' account.

There is never a charge for crisis management or intervention. Any crisis situation is immediately evaluated and addressed without charge to the student.

The Counseling Center is located in the Psychology Building in Room 236. Appointments can be made by telephone or in person.

Phone: (719)-549-2838.

HEALTH EDUCATION AND PREVENTION (HEP) PROGRAM

Our mission is to provide prevention education and healthy living and learning opportunities for Colorado State University-Pueblo students to develop and sustain a wellness-focused environment that furthers academic and student development. The health Education and Prevention (HEP) Program works with individual students, small groups and the campus/community to provide individually tailored, evidence-based prevention education and behavioral interventions.

Individual students can receive a free assessment, access to free educational/behavioral interventions, and referral to additional options on and off campus. Some students may be mandated to complete an assessment and educational intervention track as a result of violating the Alcohol and Other Drug Policy. To schedule an appointment with the Coordinator of Health Education and Prevention (HEP) Program, call (719) 549-2121.

Group presentations are available for student clubs, organizations, residence hall communities, fraternities, sororities, classrooms, and other workgroups.

Health Education and Prevention Program
Phone: (719) 549-2121
<http://www.csupueblo.edu/CounselingCenter/Pages/Alcohol-and-Other-Drugs.aspx>

DRUG FREE SCHOOLS AND COMMUNITIES ACT (DFSCA)

CSU-Pueblo maintains compliance with the Drug Free Schools and Communities Act regulations. The unlawful possession, use, or distribution of illicit drugs is prohibited. Students, faculty, or staff found in violation of campus

policies will face disciplinary sanctions. For more information about the legal sanctions under federal, state, or local law; information about the health risks associated with the use of alcohol or other drugs; or for information about counseling, treatment, rehabilitation, or re-entry programs, visit:

<http://www.csupueblo.edu/CounselingCenter/Pages/Alcohol-and-Other-Drugs.aspx>

SEX/GENDER BASED DISCRIMINATION AND SEXUAL MISCONDUCT POLICY STATEMENT

All members of the University community, and their guests, have the right to be free from discrimination, protected class harassment, sexual misconduct (including sexual harassment), intimate partner violence, and stalking. Furthermore, all members of the University community are expected to conduct themselves in a manner that does not infringe upon the rights of others. The University maintains a policy of zero tolerance for sexual misconduct and sex/gender based discrimination, regardless of the sexual orientation, gender identity, or gender expression of the involved individuals. When sexual misconduct or sex/gender based discrimination is reported the University, the University will take the appropriate actions to stop the behavior, prevent its recurrence, and remedy the behavior's effects.

The University is committed to complying with all requirements as set forth by Title IX of the Education Amendments of 1972 ("Title IX"). As such, discrimination on the basis of sex or gender will not be tolerated in any of the University's education programs or activities, or the working environment. Such discrimination includes, but is not limited to: sexual misconduct (sexual harassment, sexual exploitation, non-consensual sexual contact, and non-consensual sexual intercourse); intimate partner violence (dating violence and domestic violence); stalking; and failing to provide equal opportunity in admissions, program/activities, athletics, or employment.

All allegations of, or concerns regarding, potential sexual misconduct or sex/gender based discrimination are referred to the University's Title IX Coordinator. The Title IX Coordinator is responsible for identifying and addressing any patterns or systematic concerns related to sex/gender based discrimination or sexual misconduct.

Questions or concerns regarding sex/gender based discrimination, sexual misconduct, or the University's procedures may be directed to one or more of the following resources:

For concerns relating to faculty, staff, students, contractors, guests, or visitors:

Joshua R. Ernst
Director, Office of Institutional Equity
Administration Building, Suite 304

(719) 549-2210
josh.ernst@csupueblo.edu

For concerns relating to equal opportunity in intercollegiate athletics:

Jacklin Wallgren
Associate Athletic Director for Compliance,
Department of Athletics
Massari Arena, Room PE 208
719) 549-2021
jackie.wallgren@csupueblo.edu

Please visit www.csupueblo.edu/institutional-equity for additional information.

STUDENT HEALTH SERVICES

The mission of Student Health Services is to provide acute and preventative care and promote wellness, to encourage academic success and leadership of the student population.

There is no charge for an appointment to see a Nurse Practitioner or Nurse. Students, however, incur charges for laboratory tests, physical or specialty exams performed, or for medication dispensed from the on-site pharmacy. Forms of payment include credit cards, check, or cash.

Students are encouraged to visit the health clinic whenever necessary. The licensed professional staff of Student Health Services consists of nurse practitioners. Patients are seen by appointment. Walk-ins are welcome and will be seen at the first available time.

All immunization records **must** be turned in to the Student Health Services clinic within the first fourteen days of the semester. Colorado Statute requires proof of two MMR (measles, mumps, rubella) vaccinations for all students attending school in Colorado. Proof of immunizations may be taken to the Student Health Services clinic in the Psychology Building room 136, emailed or faxed. Students who have not provided proof of immunizations will be unable to register for classes the following semester until proof of immunizations is received and entered into the system.

Office: (719) 549-2830
FAX: (719) 549-2646
Web: <http://www.csupueblo.edu/shs>
Email: shs@csupueblo.edu

OFFICE OF STUDENT CONDUCT & CASE MANAGEMENT

Colorado State University-Pueblo strives to achieve a campus community in which individuals demonstrate respect for others, for themselves, and for the University;

uphold high standards of personal and academic integrity; are accepting of differences and gain an appreciation for living in a pluralistic society; understand the impact of their behavior both upon the University and the larger community; and freely accept the responsibility for and the consequences of their conduct.

Student Code of Conduct

Colorado State University-Pueblo students are expected to become familiar with the Student Code of Conduct and the student conduct process. The most recent version of the Student Code of Conduct and details of the disciplinary processes and procedures may be accessed via the University's website at:
<https://www.csupueblo.edu/student-affairs/doc/student-code-of-conduct.pdf>.

You may contact the Director of Student Conduct and Case Management, Nicole Ferguson, if you have any questions or concerns or need to report an incident involving students online:
<https://www.csupueblo.edu/student-affairs/student-conduct/> or at (719) 549-2586/2092.

TRIO EDUCATIONAL OPPORTUNITY CENTER (EOC)

EOC is a federally funded TRIO grant program, sponsored by CSU-Pueblo that assists first-generation and low-income individuals in gaining access to higher education. The program provides services to CSU-Pueblo students as well as high school students and adults in twelve southern Colorado counties and one northern New Mexico county. EOC services are especially beneficial to individuals who seek extra assistance in navigating the procedures related to financial aid and admissions. All services are provided free of charge.

Services include:

- Information about college and career opportunities.
- Assistance in completing admissions and financial aid applications.
- Referrals to GED and college preparation programs.
- Information about scholarship opportunities.
- College application and testing fee waivers.

For services on the CSU-Pueblo campus, students and community members can call (719) 549-2457. The central office is located on the CSU-Pueblo campus, Room 365 in the Library and Academic Resource Center (LARC). Satellite offices are located at Fort Carson's Education Center and on community college campuses in Pueblo, Colorado Springs, Lamar, La Junta, and Trinidad. To access services or for more information, call (719) 549-2457 or toll free (877) 302-4433 or visit our website: <http://www.trioeoc.com>.

COLLEGE ASSISTANCE MIGRANT PROGRAMS (CAMP)

The purpose of the Federally-funded College Assistance Migrant Programs (CAMP) is to provide academic and financial support to assist students with migrant and seasonal farm work backgrounds in entering college and being successful. The CAMP program at CSU-Pueblo is in partnership with Kansas State University.

Services:

- Academic advising
- Scholarship to assist with tuition, fees, housing, and other expenses
- Tutoring and college skills development
- Career exploration
- Mentoring, emotional and social support

Eligibility:

- Have been employed or parents have been employed in migrant or seasonal farm work for at least 75 days in the past 24 months
- Have high school diploma or GED
- Have not entered college or have earned less than 30 credit hours
- U.S. Citizen or permanent resident
- Enrolled or admitted for enrollment at CSU-Pueblo

For more information about the CAMP program, call (719) 549-2402 or stop by the office in the Library and Academic Resource Center (LARC), Room 383.

TRIO STUDENT SUPPORT SERVICES

Student Support Services (SSS) is a federally funded TRIO grant project providing an array of services to low-income, first-generation students and students with disabilities. The purpose of TRIO SSS is to increase the retention and graduation rate of participants. This is accomplished by providing supportive services such as:

- Academic action planning.
- Peer tutoring (one-on-one, group, and drop-in).
- Academic, career, financial literacy, and graduate school counseling.
- Financial Aid advisement.
- College Success Course.
- Academic success seminars.
- Educational resource center and study room.

To be eligible to receive services from the TRIO SSS Project, students must meet the following requirements:

- Be enrolled or accepted for enrollment at CSU-Pueblo as an undergraduate student,
- Be a low-income student, and/or

- Be a first-generation student, and/or
- Be a student with a documented disability,
- Meet the academic criteria as established by the TRIO SSS Project, and
- Be a citizen, national, or permanent resident of the U.S.

Students who meet these criteria are encouraged to apply. For more information, please stop by the office located in the Library and Academic Resource Center (LARC), Room 357 or call us at (719) 549-2111. Additional information can be located on the SSS website: <http://www.csupueblo.edu/sss>.

TRIO UPWARD BOUND

Upward Bound is a federally funded TRIO grant program sponsored by CSU-Pueblo. The program mission is to provide low-income and first generation students the pre-collegiate experiences and services (academic, social, and cultural) necessary to matriculation into higher education and successful completion of an Associates or Bachelors Degree. Upward Bound services students at County, Centennial, Central, and East high schools in Pueblo.

Services include:

- Academic year tutoring on a weekly basis at area target schools
- Six-week Summer Pre-college Academy at CSU-Pueblo
- Summer Bridge (transition to college) Program at CSU-Pueblo
- Service learning and leadership development
- Social and cultural activities
- Continued Alumni outreach and support services

The main office is located on the CSU-Pueblo campus, Room 376 on the 3rd floor of the Library and Academic Resource Center (LARC). To access services or for more information, call (719) 549-2750 or visit our website: <http://www.csupueblo.edu/TRIO/UB/Pages/default.aspx>.

TRIO EDUCATIONAL TALENT SEARCH

Educational Talent Search is a federally funded TRIO grant program sponsored by CSU-Pueblo.

The program identifies and assists middle school and high school students from disadvantaged backgrounds who have the potential to succeed in higher education. The program provides academic, career, and financial counseling to its participants and encourages them to graduate from high school and continue on to and complete their postsecondary education. Educational Talent Search services are available to students attending

Pueblo Academy of Arts, Roncalli Middle School, Risley Middle School, Central High School, East High School, and South High School.

Services include:

- Academic Advising
- Mentoring Program
- Academic Skills Workshops
- Financial Literacy
- Career Exploration Activities
- College Access Programming and Support
- Fieldtrips and Campus tours

The main office is located on the CSU-Pueblo campus. Applications are accepted year round. For more information, please contact the Educational Talent Search Office at 719-549-2592 or visit our website at <https://www.csupueblo.edu/trio/talent-search/index.html>.

TRIO VETERANS UPWARD BOUND

Veterans Upward Bound is a U.S. Department of Education TRIO Grant program which provides academic refresher assistance, training and advising to low income and/or first generation honorably discharged veterans who are pursuing a GED certificate and/or are preparing to enter post-secondary education. Non-credit academic instruction is available in the subject areas of English, mathematics, science, careers, computer literacy, and Spanish.

This program is an opportunity for veterans to re-establish fundamental ideas and study habits, which are prerequisites for successful performance at the post-secondary educational level. Additionally, Veterans Upward Bound provides access to academic resources, employment referrals, assistance with VA benefits applications, and referrals to various community assistance organizations.

Colorado State University-Pueblo is the host university offering a full computer lab with free printing, free coffee, a refrigerator and a variety of resources for veterans. Classes and services are also offered at Pikes Peak Community College and Pueblo Community College campuses. The program, all classes and materials are FREE for those who qualify.

The Veterans Upward Bound Staff can assist veterans in several areas, including:

- Academic Skills Refresher Training
- GED Preparation
- College Entrance Assistance
- Admissions
- Financial Aid Applications

- VA Educational Benefits
- Academic Advising
- Career Guidance

Classes are offered at various times. Please contact the program for the current schedule.

Please call to get complete information on how Veterans Upward Bound can benefit you or visit our website: <http://www.csupueblo.edu/TRIO/VUB/Pages/default.aspx>

VUB Contact Information:

- [Colorado State University-Pueblo](#)
2200 Bonforte Blvd,
Library and Academic Resource Center (LARC),
Room 374
Pueblo, Colorado 81001-4901
Phone: (719) 549-2824
(719) 549-2875
- [Pueblo Community College](#)
Phone: (719) 549-3077
- [Pikes Peak Community College](#)
Phone: (719) 502-4020

ACADEMIC POLICIES

Students are well advised to become familiar with the academic policies of the University. Each student owns the responsibility to comply with these policies.

ACADEMIC YEAR

The academic year begins with Fall semester and ends with the Summer session.

RIGHTS REGARDING STUDENTS' EDUCATIONAL RECORDS

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. Colorado State University-Pueblo's practice in regard to student record keeping and access is based on the provisions of FERPA. FERPA applies to the Education Records of Colorado State University-Pueblo students who are currently enrolled, or who were formerly enrolled, regardless of their age or status with regard to parental dependency. A student is considered to be currently enrolled and covered under FERPA when the student enrolls in classes at the University. For specific details, visit or contact the Registrar's Office (Administration Building, Room 202).

Schools may disclose, without consent, directory information (designated below), collectively or individually. Colorado State University-Pueblo does publish several bulletins, lists, brochures, catalogs, directories, yearbooks, commencement items, annuals, guidebooks, news releases, sports information, honor rolls, etc., containing this directory information which specifically identifies students and information about them.

Directory information includes, but is not limited to,

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Grade level
- Enrollment status (e.g., undergraduate or graduate, full-time or part-time)
- Dates of attendance
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Potential graduation date

A student, by the end of the second week of classes, must notify the Registrar's Office (Administration Building, Room 202) in writing that directory information should not be released without prior written consent by completing the "Request to Withhold/Release Directory Information" form.

If a student later wants this information released when requested, he/she needs to complete a new "Request to Withhold/Release Directory Information" form.

Generally, schools must have written permission from the eligible students in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, **without** consent, to the following parties or under the following conditions (34 CFR § 99.31) which include but are not limited by:

- School officials with legitimate educational interest;
- Other schools to which the student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Accrediting organizations;
- Organizations conducting certain studies for or on behalf of the school;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies;
- State and local authorities within a juvenile justice system, pursuant to specific State law;
- The disclosure is to parents, of a dependent student, pursuant to the IRS code;
- The disclosure of the final results of a disciplinary proceeding to a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense;
- The disclosure is to a parent of a student under the age of 21 who is disciplined due to a violation of any Federal, State, or local law, or of any rule or policy of the institution, governing the use or possession of alcohol or a controlled substance; and
- The disclosure concerns sex offenders and other individuals required to register pursuant to the Violent Crime Control and Law Enforcement Act of 1994, and the information had been provided to the university.

Subject to the conditions set forth in 99.31-99.35 of the Act.

ACADEMIC DISHONESTY

Academic dishonesty is any form of cheating that results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. In cases of academic dishonesty, the

instructor will follow protocol as identified by their department. Academic dishonesty is grounds for disciplinary action by both the instructor and the Director of Student Conduct. Any student found to have engaged in academic dishonesty may receive a failing grade for the work in question, a failing grade for the course, or any other lesser penalty which the instructor finds appropriate.

To dispute an accusation of academic dishonesty, the student should first consult with the instructor. If the dispute remains unresolved, the student may then state their case to the department chair (or the dean if the department chair is the instructor of the course). A student may appeal a grade through the Academic Appeals Board, if eligible.

Academic dishonesty is a behavioral issue as well as an issue of academic performance. As such, it is considered an act of misconduct and is also subject to the University conduct process as defined in the CSU-Pueblo Student Code of Conduct. Whether or not disciplinary action has been implemented by the faculty, a report of the infraction should be submitted to the Office of Student Conduct & Case Management who may initiate additional disciplinary action. The decision by the Office of Student Conduct & Case Management may be appealed through the process outlined in the Student Code of Conduct.

What Are Specific Acts of Academic Dishonesty?

The following acts of misconduct are acts of academic dishonesty:

- 1) Cheating—intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit or hours.
- 2) Fabrication—intentional and unauthorized falsification or invention of any information or citation in an academic exercise; or of documentation meant to excuse or justify adjustments related to attendance or completion of work (exams, exercises, etc.)
- 3) Facilitating Academic Dishonesty—intentionally or knowingly helping or attempting to help another commit academic dishonesty.
- 4) Plagiarism—the deliberate adoption or reproduction of ideas, words, or statements of another person as one's own without acknowledgment.
- 5) Unauthorized Collaboration—intentionally sharing information or working together in an academic exercise when such actions are not approved by the course instructor.

This is not meant to be an exhaustive list of all acts of academic dishonesty, but a guide to help faculty and students understand what constitutes academic dishonesty.

CLASSROOM BEHAVIOR

The classroom instructor is responsible for setting standards for all classroom conduct, behavior and discipline. Only enrolled students, administrative personnel and persons authorized by the instructor are permitted in classrooms and other instructional areas during scheduled periods. University policy and Colorado state laws also prohibit all forms of disruptive or obstructive behavior in academic areas during scheduled periods or any action which would disrupt scheduled academic activity. Use of classrooms and other areas of academic buildings during non-scheduled periods are permitted only in accordance with University practices and/or policy. Anyone in unauthorized attendance or causing a disturbance during scheduled academic activity may be asked to leave. If a person refuses such a request, he or she may be removed by a deputy of the Pueblo County Sheriff's Office located at the University and may be subject to legal prosecution.

All communications with instructors, whether in class, face-to-face, on paper, or by telephone, email or other electronic means, are subject to the same standards for conduct, behavior and discipline as classroom behavior. Standards of conduct outlined elsewhere (Student Code of Conduct, Policy on Discrimination, Protected Class Harassment, Sexual Misconduct, Intimate Partner Violence, Stalking, & Retaliation, etc.) also apply.

CLASS ATTENDANCE

Students are expected to attend all classes for which they are enrolled unless excused by the instructor. No extensions of vacation periods are given to students regardless of the location of their homes. Non-attendance of classes caused by late registration is considered the same as absence. Students are not allowed to attend classes for which they are not properly enrolled.

The University does not have a policy permitting a specific number of cuts or absences from class. Each instructor establishes an attendance policy for his or her classes and must inform students in writing of the policy at the beginning of the term. However, the student's grades shall not be affected negatively solely due to absence from class because of participation in University-sanctioned events. Such University-sanctioned activities may include, but are not limited to: intercollegiate competition, participation on the forensics team, and field trips. Class absence due to University-sanctioned participation does not in any way excuse students from completing class preparations, assignments, examinations, or projects.

Although students may drop classes on their own initiative within time lines established by policy, faculty members have the right to withdraw students for non-attendance.

CATALOG REQUIREMENTS

Students may graduate under the catalog requirements for the year in which they are first enrolled, provided they complete graduation requirements within a continuous period of no more than 10-years. If a student withdraws or is withdrawn for any reason from the University and is subsequently readmitted after an absence of two or more semesters, re-admittance will be governed by the catalog current at the time of readmission. Any exceptions to the policy must have prior approval from the Provost. Students should obtain and keep a copy of the catalog under which they enter or are readmitted. Students may also elect to follow any subsequent catalog.

TIME LIMITATION ON CREDIT

Any college credit earned more than 10 years before the date of admission or readmission is not applicable toward a baccalaureate degree desired unless it is approved by the appropriate department chair. This policy includes transfer credit previously accepted by CSU-Pueblo. This policy does not apply to general education courses. Credits from general education courses are accepted even if earned more than 10 years prior to the date of admission or readmission.

Any course substitutions, waivers, exceptions, or petitions completed prior to readmission must be submitted to the appropriate approving authority.

CLASSIFICATION OF STUDENTS

Classification of students is based on semester credit hours earned as follows:

Freshman	0 - 29	semester hours earned
Sophomore	30 - 59	semester hours earned
Junior	60 - 89	semester hours earned
Senior	90 +	semester hours earned

Remedial credits (courses numbered 000-099) do not count toward student level.

Graduate Student See the *Graduate Studies* section for classification information.

Guest Student – No Credit

Applicants who wish to register as a guest (no credit) without degree-seeking status should contact the Office of Admissions for current policies and procedures.

A guest (no credit) student may carry up to 6 hours per term. A guest (no credit) student is ineligible for financial aid. In place of a grade for each course, students receive the symbol NC (no credit) on their transcripts.

Guest Student – For Credit

Guest (for credit) student category is reserved for applicants who wish to enroll in courses without degree-seeking status. Applicants who wish to register as a guest (for credit) are required to complete a short application with the Office of Admissions each term that they wish to enroll. Guest (for credit) students are **NOT REQUIRED** to submit official transcripts, test scores or an application fee; however test scores or a transcript will be required to enroll in an English or math course. Tuition and fees are based on the number of credits for which they register and are **INELIGIBLE** to receive financial aid. A guest (for credit) student may carry up to 15 hours per semester and may earn a maximum of 30 semester hours while maintaining guest status. A guest (for credit) student must maintain a 2.000 cumulative grade-point average. Guest (for credit) students who wish to exceed the 30-semester hour maximum must formally apply for admission. For information on Guest (for credit) Student Status for graduate students, see *Graduate Programs* section in catalog.

Auditor

An auditor is defined as a student who has been permitted to enroll in a course for which he or she will receive no credit. Auditors determine their own attendance, take no examinations, receive no grades, do not participate in classroom discussion except as permitted by the instructor and earn no credit. They pay the same tuition and fees as persons enrolled for credit. An auditor may not be reclassified to receive credit in the course after the drop period of the course has passed. In place of a grade, students receive the symbol NC (no credit) on their transcripts. Students wishing to register as auditors must declare their intention at registration and may not seek credit in the course after the drop period for the course has expired. Likewise, a student may not change his or her regular enrollment to auditor (no credit) status after the end of the drop period. Auditor (or no credit) forms are available in the Registrar's Office.

Senior Citizen

Persons 65 years of age or older, or 62 and retired, may audit courses without paying tuition on a space-available basis. Permission of the instructor is required in all cases. A grade of NC (no credit) will be posted.

FULL-TIME / HALF-TIME ENROLLMENT STATUS

Enrollment status (full-time, half-time) is determined by the number of credit hours which the student has completed or is pursuing for the term in which the certification is requested.

Credit hour requirements for enrollment verification (i.e., health insurance, auto insurance, loan deferments) are as follows:

Fall/Spring Semesters

Undergraduates	
Full-time	12 or more credits
Half-time	6-11 credits
Less than half-time	Below 6 credits
Graduate Program	
Full-time	9 or more credits
Half-time	5-8 credits
Less than half-time	Below 5 credits

Summer Session

Undergraduates	
Full-time	6 or more credits
Half-time	3-5 credits
Less than half-time	Below 3 credits
Graduate Program	
Full-time	5 or more credits
Half-time	3-4 credits
Less than half-time	Below 3 credits

You may print an Enrollment Verification Certificate online through PAWS or visit the Registrar's Office for certification of enrollment status and term(s) of attendance. (Please note that the above schedule for enrollment status may differ from the full-time/half-time schedule as recognized by Financial Aid.)

Verification of enrollment or loan deferments can only be processed for the term in which the student enrolled and paid tuition for the course(s). If a student receives an IN grade for a course(s) and continues working to complete the requirements for the course(s), he/she would not qualify for a verification of enrollment or loan deferment for that completion time beyond the initially enrolled term for that course(s).

GRADES AND THE GRADING SYSTEM

Awarding of Grades

Grades are earned by students and awarded by faculty.

The Grading System

The quality of a student's work is appraised according to letter grades and grade point averages. The grading system of Colorado State University-Pueblo includes the following grades: A, A-, B+, B, B-, C+, C, D+, D, D-, F, S, U, IN, W, WN, NC, IP. Faculty use of +/- grading is optional. Course instructors should indicate on the course syllabus and/or policy statement the grading system used in the course.

Grade Points

<u>Grade</u>		<u>per Credit</u>
A	(Excellent)	4.00
A-		3.67
B+		3.33
B	(Good)	3.00
B-		2.67
C+		2.33
C	(Satisfactory)	2.00
D+		1.33
D	(Poor)	1.00
D-		0.67
F	(Failure)	0.00
S	(Satisfactory)	*
U	(Unsatisfactory)	**
IN	(Incomplete)	**
W	(Withdrawal)	**
WN	(Administrative Withdrawal or Nonpayment)	**
NC	(No Credit—Audit)	**
IP	(In Progress)	**

* Credits not used to compute the grade-point average but counted toward graduation, excluding remedial courses.

** Credits not used to compute grade-point average and not counted toward graduation.

D Indicates below average achievement. Although grades of D+, D, and D- are passing, they do not constitute satisfactory grades. Many departments do not permit these grades to count toward fulfillment of their requirements, even though the hours may be counted toward graduation requirements. Such grades from other institutions are not accepted in transfer.

F Counted as a course attempted; does not constitute a passing grade nor does it satisfy major or institutional requirements.

S Available only in certain approved courses.

U Available only in certain approved courses.

W This grade is given under two conditions: 1) when a student withdraws or is withdrawn from a course prior to the end of the regular withdrawal period; 2) when a student withdraws totally from the University after the initial drop period.

IN The grade of IN is recorded at the end of the term when a student is granted an extension of time to complete course work which could not be completed for reasons beyond the student's control. It is given solely at the discretion of the instructor and is not to be used to grant the student additional time to

complete assigned course work due to poor time management. The student must be receiving a passing grade at the time an IN agreement is made, which may be no earlier than the end of the withdrawal period. The IN agreement consists of a plan for the completion of the course work and must designate the student's existing grade in the course and the work to be completed for the IN to be removed. It must be in writing, signed by the instructor and the student, and placed on file in the Department office. An incomplete course must be satisfactorily completed within the time frame stipulated by the instructor but no later than one calendar year from the date the IN was given. An incomplete not removed within one calendar year shall revert to the pre-assigned grade and be included in the computation of the student's grade point average. Re-enrollment is not allowed while the IN is still outstanding. Adjunct faculty are not allowed to award grades of IN without approval from the Department Chair.

IP A grade of IP may be given at the close of the term in certain approved courses. Students receiving an IP must register in the same course the next term, pay tuition and must complete the work during that term. Courses for which IP grades are accrued are identified in the *Course Description* section of this catalog.

Grade-Point Average Computation

Earned grade points are computed by multiplying the point value of A, A-, B+, B, B-, C+, C, D+, D, D-, and F grades earned by the number of credit hours of the course(s) in which the student was enrolled.* A student's term GPA is calculated by dividing total grade points by total credit hours attempted. A student's cumulative GPA is calculated by dividing total grade points earned by total credit hours attempted. Earned grades of S, U, W, WN, IP, IN and NC are not computed in the grade-point average. **For purposes of computing a student's grade-point average only CSU-Pueblo hours are used.**

*and rounding to one digit past the decimal

Grade Changes

Two signatures are required to successfully complete a faculty initiated student grade change. Since the faculty member is solely responsible for effecting a grade change, the Faculty signature is required. The second signature will be that of the Department Chair. In the event that the Department Chair is the instructor of the course, the second signature will be that of the Dean.

Grade Change Policy/Academic Appeals

Students have the right to appeal any academic decision, including the assignment of final grades. A grade-change request should be extremely rare. It is not appropriate to change a grade because the student submitted additional work.

Before making an appeal, the student must discuss the situation with the instructor(s) involved in the decision. If a grade change is approved by the instructor(s) on the basis of this discussion, the instructor(s) will complete and submit a grade change form.

If a grade change is not approved by the instructor(s), the student may appeal the instructor(s)' grading decision based upon one or more of the following four grounds. The burden of proof rests with the student to demonstrate that the grading decision was made on the basis of any of these following conditions:

- 1) An instructor(s) made an error in calculating the original grade or a similar occurrence.
- 2) A grading decision was made on some basis other than performance and other than as a penalty for academic dishonesty.
- 3) A grading decision was based on standards unreasonably different from those that were applied to other students.
- 4) A grading decision was based on a substantial, unreasonable, or unannounced departure from previously articulated standards.

The student must submit a written grade appeal to the department chairperson. The written document must set forth the basis for the appeal, identifying at least one of the four categories set forth above. The request must be submitted, or postmarked if mailed, no later than 20 working days from the beginning of the next regular semester following the date the grade was recorded. If no appeal is received before the deadline, the grade will be considered final. It is strongly recommended that the student meet with the department chairperson within 10 working days after submission of the appeal to discuss the appeal process. The department chairperson, the dean, or any administrative official is prohibited from making a decision concerning the grade change appeal.

Within 20 working days of receipt of the written request for an appeal, the chairperson must provide a copy of the student's appeal to the instructor(s) who assigned the grade, the dean, and the Academic Appeals Board unless the appeal has been withdrawn. The instructor(s) must write a response to the Academic Appeals Board within 10 working days of receipt of the appeal. If the written request for an appeal is received prior to or during the summer session, when the instructor(s) who assigned the grade may not be available, the chairperson must provide copies to the faculty member and the Appeals Board no later than

20 working days from the beginning of the following fall semester. All documents submitted will become part of the student's academic file for their review.

The Academic Appeals Board will review the written appeal and response of the instructor(s). When needing further clarification, the Board may elect to separately interview both the student and the instructor(s) before rendering a decision. The decision of the Academic Appeals Board will be based upon whether one or more of the conditions for an appeal set forth above have been met. At the conclusion of the deliberations, the Board will render one of the following decisions:

- 1) The original grading decision is upheld.
- 2) The Academic Appeals Board will re-evaluate the student's achievement of the instructional objectives of the course and assign a grade accordingly.

The Academic Appeals Board decision is the final decision of the University. Within 20 working days of reaching the decision, the Academic Appeals Board will provide written summaries of the hearing and decision, together with a rationale for that decision, to the student, the instructor(s) who assigned the grade, and the academic department of the instructor(s). Should the appeal result in a grade change, the Chair of the Academic Appeals Board will submit a grade change form to the Registrar's Office.

LAST DATE OF ATTENDANCE

Colorado State University-Pueblo does not require that faculty take attendance; however, the U.S. Department of Education requires (34 CFR 668.22) the Office of Financial Aid to determine if a student who receives financial aid and fails to earn a passing grade in a course has actually attended and/or completed the course, or if they withdrew from a course without providing the university official notification. In addition, for students who officially withdraw we are required to document that they also began attending the course(s) from which they withdrew in order to determine the type and amount of financial aid they may be eligible to retain. Because a student could be a financial aid applicant at any point during the academic year, we must collect this information for all students, so that financial aid eligibility can be accurately determined.

The Department of Veterans Affairs also requires the institution to determine if a student who receives Veterans Educational Benefits stops attending class, the student is not entitled to benefits. (Section 21.4203 of Title 38) Subsection (d), in particular, states that "when a veteran or eligible person interrupts or terminates his or her training for any reason, including unsatisfactory conduct or progress, or when he or she changes the number of hours of credit or attendance," this fact must be reported to the Department of Veterans Affairs by the school.

DEANS' LIST

All undergraduate students, including those enrolled in extended studies classes and those enrolled in a second baccalaureate degree program, are eligible for the Deans' List in a given semester provided they:

- Achieve a minimum semester grade-point average of 3.500;
- Are degree-seeking;
- Earn at least 12 credit hours at Colorado State University-Pueblo; and
- Receive no grade of "incomplete" (IN).

The Deans' List is generated and published fall and spring semesters by the Provost's Office, excluding summer.

GOOD ACADEMIC STANDING

The academic standing of all students is reviewed two times each year by the Center for Academic Enrichment, at the end of fall, and spring semester. Students must have a **cumulative grade point average of 2.000** or higher to remain in Good Academic Standing.

ACADEMIC PROBATION

Students are placed on academic probation at the end of any semester (excluding summer, and excluding first semester freshman year) in which their cumulative grade-point average falls below 2.000.

Academic Probation status is noted on the transcript. In addition, students receive a letter (Notification of Academic Probation Status) from the Center for Academic Enrichment. At this point, **students are strongly encouraged to develop an Academic Improvement Plan (AIP)** in collaboration with staff from the CSU-Pueblo's Center for Academic Enrichment.

Students on Academic Probation will have two semesters (excluding summer) to raise their cumulative grade-point average to a 2.000.

ACADEMIC SUSPENSION

Students who fail to clear Academic Probation after two regular semesters (excluding summer) will be placed on Academic Suspension.

Students placed on Academic Suspension cannot re-enroll at the University for a period of two consecutive semesters (excluding summer) unless they successfully appeal their suspension by the appeal deadline (see Appeal Process for Academic Suspension below).

Students placed on Academic Suspension who successfully appeal their suspension can return to the University on a Conditional Reinstatement.

Students on Conditional Reinstatement status will remain under the guidelines of the catalog in effect at the time of their regular admission.

Students on Academic Suspension who stay away from the University two consecutive semesters (excluding summer) following their notice of formal academic suspension must (a) be readmitted to the University, and (b) adhere to the requirements of the catalog in effect at the time they are readmitted to the University. Please see the *Catalog Requirement* section for more information.

Appeal Process for Academic Suspension

Students who want to appeal their Academic Suspension are responsible for initiating the process by submitting an Appeal Letter to the Center for Academic Enrichment. The Appeal Letter must address two issues: (1) why the Academic Suspension is being appealed, and (2) what the student will do to make an improvement in academic performance.

The deadlines for Appeal Letters requesting Conditional Reinstatement are:

- Subsequent fall semester—the 2nd Monday in June
- Subsequent spring semester—the 3rd working day of January

Failure to submit Appeal Letters within this prescribed time line will result in Academic Suspension for two consecutive semesters (excluding summer).

CLASS HOURS AND CREDIT HOURS

Colorado State University-Pueblo offers two traditional semesters (fall and spring), and 4, 6, and 12 week summer sessions. CSU-Pueblo's policies and practices are consistent with the credit hour definition provided by Colorado Department of Higher Education and the Higher Learning Commission. The University has adopted a standard lecture class minimum of 2,250 minutes of combined in-class (750 minutes) and out-of-class (1,500 minutes) time per credit hour per semester. The University's course schedule reflects the need to surpass this minimum to account for potential reductions that may be caused by inclement weather or other unforeseen circumstances.

In a traditional lecture course of three credit hours, sample calculations would be:

MWF 14 (weeks) x 55 (minutes) x 3 (days) = 2,310 minutes in-class, plus twice that amount outside-of-class: to this subtotal of 6,930 minutes we add 140 minutes for the final exam yielding a total of 7070 minutes.

Hybrid courses meet in-class for 25% to 75% of the

required minutes and online courses meet 0% to 24% in-class, with both formats including the appropriate out-of-class minutes to exceed the required 2,250 minutes per credit per semester.

For more information regarding the credit hour, review the University's official Credit Hour Policy.

COURSE LOADS AND OVERLOADS

Enrollment in more than 18 credit hours in a given term is defined as an overload. Both resident and extended studies courses are counted in the credit-hour total.

Students who have earned 15 or more semester credit hours and have a grade-point average of 3.000 or greater are eligible to enroll for an overload.

Overloads must be authorized by student's faculty adviser and department chair (or dean if the adviser is the department chair). Both signatures are required. Appeals may be made to the dean of the college of the student's major. **Under no circumstances may a student enroll for more than a total of 25 semester credit hours in a single term.**

PRIOR LEARNING ASSESSMENT

Prior learning assessment includes a variety of types of learning obtained outside the classroom. Credit earned by prior learning assessment is not counted as hours in residence. Types and methods of earning credit by prior learning assessment are as follows:

1) Advanced Placement

Colorado State University-Pueblo participates in the Advanced Placement Program of the College Entrance Examination Board. Under the program, outstanding secondary school students may take certain college-level courses in their own high schools. Students who have taken the Advanced Placement Examination and who have received scores of 3, 4, or 5 will generally be granted University credit as well as advanced placement.

CSU-Pueblo credit is awarded and posted on the transcript without a grade, is counted toward graduation, and may be used to fulfill specific requirements. For more information, please contact the Registrar's Office.

Please refer to the Advanced Placement (AP) Equivalency Chart that shows the specific courses and credit to be awarded based on score(s) on the AP examination(s) located at the end of the *Academic Policies* section.

2) College Level Examination Program & DANTES

Credit earned by the student on selected CLEP exams will be accepted by CSU-Pueblo and posted on the transcript provided the student submits an official CLEP/DANTES score report and has scored at or above established benchmarks. If a student has already earned college credit in an academic course(s) before taking CLEP/DANTES exam, the latter credit will be considered duplicate and will not be awarded. Please contact the Registrar’s Office for additional information.

Please refer to the CLEP and DANTES Equivalency Charts that shows the specific courses and credit to be awarded based on score(s) on the CLEP and DANTES examination(s) located at the end of the *Academic Policies* section.

3) International Baccalaureate Diploma Program

Colorado State University-Pueblo recognizes and encourages high school students to participate in the International Baccalaureate Diploma Program. The University recognizes the IB program as a rigorous pre-university course of study for highly motivated secondary students. Students who successfully complete the IB program and examination(s) are eligible to receive credit and advanced placement standing at CSU-Pueblo.

To receive University credit, a student must take the IB exam(s) and request that the scores be sent to CSU-Pueblo Registrar’s Office. Upon receipt of the scores, an evaluation for credit will be performed and the student will be notified by mail of the evaluation results in approximately two to four weeks.

A score of 4 or better on each exam will receive between 3-10 credits for most examinations. Students successfully completing an IB Diploma Program may be awarded a minimum of 24 semester credits. Students who have earned an IB Diploma with a score of less than 4 on any exam may be awarded less than 24 credits. Please refer to Colorado GB 03-1108 Section 1, sub section (VII) (2) (d) for additional information.

Please refer to the IB Equivalency Chart that shows the specific courses and credit to be awarded based on score(s) on the IB examination(s) located at the end of the *Academic Policies* section.

4) Credit by Examination (In-house general education and subject area exams)

All courses satisfying general education requirements have a test-out procedure. Students wishing to test

out of a course should contact the chair of the department offering the course.

Departmental faculty shall identify any additional undergraduate courses for which students may earn credit by examination.

If a student is successful in challenging a course, the title of the course, credit hours and notation of credit by examination will be recorded on the student’s permanent record/transcript. (Unsuccessful attempts are not recorded on the transcript.) The credit hours earned by examination do NOT count in the student’s load for the term or in the calculation of the student’s grade point average.

The non-refundable fee for this process is \$50 per course. Application forms for credit by examination are available from the Registrar’s Office.

A student may earn credit by examination in any of the approved courses subject to the following conditions:

- The student has not previously earned credit in the course at CSU-Pueblo, has not previously failed a challenge exam for the course, or has not previously failed the course itself;
- The student has approval of the appropriate department chair (with appeal rights to the dean) to take the challenge examination;
- The student’s performance on the examination is at the level of C- or better;
- The student is currently enrolled at CSU-Pueblo and in good academic standing at the time the examination is administered;
- The student does not use the challenged course to satisfy the residency requirement for graduation; and
- The student satisfies any and all additional criteria as specified by the department.

5) Credit for Prior Learning

Prior learning is non-college or experience-based learning that has been attained outside of accredited postsecondary education systems. Credit for Prior Learning includes learning acquired from work and life experiences. It is awarded for college-level learning involving knowledge, skills, and competencies that students have obtained. CSU-Pueblo students may seek up to six hours of undergraduate academic credit for prior learning by contacting the academic department from which they would like the credits awarded. The department chair will determine the applicability of prior learning within the discipline and describe the requirements and the process for obtaining prior learning credit.

6) Military Credit

Military service credit is evaluated when official copies of transcripts are received. Army, Navy, and Marine personnel should submit a Joint Service Transcript (JST). Courses and occupation experience are evaluated according to the American Council on Education (ACE) Guidelines, through consultation with discipline faculty.

FINAL EXAMINATIONS

Final examinations are not to be scheduled at times other than those published in the *Semester Notes* and on-line. In some courses a final examination may not be appropriate to the material; however, classes meet through the period scheduled for the final examination.

FACULTY RECORDS

All faculty members keep appropriate records (such as grade books or sheets) of each student's progress in every course offered for University credit. Records are retained by the faculty member's department for one year. They are treated in confidence by the faculty member, chair of the department, and staff.

REPEATING COURSES FOR ACADEMIC CREDIT

With certain restrictions, undergraduate students may repeat a course to raise the grade. Students do not accumulate graduation credits by repeating a course: a course's credits apply toward graduation only once, no matter how many times the course is repeated. ("Repeatable" courses are an exception to this rule; see below.) The first two times a course is repeated, only the highest grade is averaged into students' cumulative grade-point average. (For example, if a student earns an F, a C and a D in successive attempts with a course, only the C will be included in the student's cumulative GPA.) For the fourth and any subsequent time students complete the same course, the highest of the first three grades AND all subsequent grades are averaged into the GPA. (For example, if a student earns grades F, C, D and an A in successive attempts with a course, the C and the A are averaged into the student's cumulative grade-point average.)

Transcripts contain an appropriate entry of RP indicating that the course has been repeated and the grade-point average has been recomputed.

If a student transfers a course to CSU-Pueblo from another institution and then repeats the course at CSU-Pueblo, the credit and grade points from CSU-Pueblo will remain part of the cumulative hours and grade point average. In addition, if a student takes a course at CSU-Pueblo and then transfers the course from another

institution, the credit and grade points from CSU-Pueblo will remain part of the cumulative hours and grade point average. Duplicate credit will not be granted.

CSU-Pueblo course grades cannot be recomputed using transfer courses. Students should be aware that some academic departments place limitations on repetition of courses for majors and/or minors. Once a degree has been posted, no repeats will be processed for the period used toward the degree.

INDIVIDUAL COURSES WHICH MAY BE REPEATABLE FOR CREDIT

Generally courses cannot receive duplicate credit. Some specified courses may be repeated for credit. These courses are designated by the word Repeatable in the *Course Description* section of this catalog. The number after the word Repeatable indicates the maximum number of credits that may be used toward degree requirements. The catalog in effect during the completion of the course will determine whether or not the course may be repeated for credit.

CLASS SCHEDULE CHANGES

Students are encouraged to secure adviser approval for all schedule changes. When students do not secure such approval, they assume full responsibility for their progress toward meeting degree requirements.

Students are responsible for processing schedule changes during the drop or add period for each course. **Under no circumstances** shall the instructor or adviser assume this responsibility on behalf of the student.

Continuing students are strongly encouraged to take advantage of the pre-registration process in order to obtain the class schedule which best meets their needs.

If you pre-register and subsequently choose not to attend, you are responsible for dropping all courses before the drop period.

Adding Courses/Late Add Policy

A student may add a course without instructor approval during the first week of the regularly scheduled semester. However, after the first week of the scheduled semester, a student can only add a course with the instructor's approval. Payment of a late fee is required to add courses after the drop/add period of a course has passed. After the 5th week a course may only be added with the approval of the instructor, the chair, and payment of a late fee. The Late Add Form must be completed in its entirety and must be submitted to the Registrar's Office (ADM 202) within 5 business days of the instructor signature. For short-term or summer courses, the Late Add Period is abbreviated and

payment of a late fee is required to add courses after the drop/add period of a course has passed. Additionally, for short-term or summer courses, only the instructor signature is required.

Addition of Independent Study and Extended Studies

A resident student may enroll in independent study and extended studies courses only if the addition of such courses will not cause his or her program to exceed the maximum load allowable.

Dropping Courses

Students may drop courses before 15% of the course duration has passed without a record of the dropped course appearing on the student's permanent record. Courses may be dropped officially in the Registrar's Office or processed through the Web Registration System (PAWS). The drop date of each course is printed on the student's schedule.

ADMINISTRATIVE DROP FOR NON-ATTENDANCE

CSU-Pueblo reserves the right to administratively drop all students from the University who fail to attend an enrolled course session at least once during the first two weeks of the semester. The University will attempt to contact the student before an administrative drop is enacted. This is done to ensure that CSU-Pueblo contributes to student success and accurately reports student enrollment.

If you pre-register and subsequently choose not to attend, you are responsible for dropping all courses before the drop period.

WITHDRAWAL FROM A COURSE

Immediately following the end of the drop period, students may withdraw from a course according to the policies below.

When a student withdraws from a course before 60 percent of the course duration has passed, a grade of "W" (withdrawal) will be recorded on the academic record. After 60 percent of the course duration has passed, a student may not withdraw. Tuition and fees will not be adjusted for course withdrawals during this withdrawal period. **Course withdrawals can be processed in the Registrar's Office or through the Web Registration System (PAWS).** The withdrawal date of each course is printed on the student's schedule.

FACULTY INITIATED STUDENT WITHDRAWAL

Under certain specific circumstances, a faculty member or the University may withdraw a student from a course or

courses. The circumstances are either A, or B below.

- (A) Faculty may withdraw a student from a course for non-attendance if the student has never attended class through the end of the drop period. The course will be removed from the student's transcript and no grade will be issued. Withdrawal forms must be received by the Registrar's Office by 5:00 pm on the last day of the drop period.
- (B) Faculty may withdraw a student for a designated number of absences or for any other reason as stated in the course syllabus with the student's signature acknowledging the withdrawal on the course withdrawal form. In the event that faculty efforts to contact a student concerning the withdrawal are unsuccessful, the signature of the department chair (or Dean if the Department Chair is the instructor of the course) acknowledging the withdrawal may be substituted for the student signature. The student will receive a grade of W for the course. Exceptions to the requirement of a student or department chair signature may be granted to programs by the Provost.

If a faculty member chooses to incorporate this policy, it must be stated in the course syllabus. The criteria to be met by the student which would trigger a Faculty Initiated Withdrawal of the student from the course must be stated in the policy. The criteria will also include the method by which the student will be informed by the faculty member of the impending withdrawal. As with the Student Initiated Withdrawal Policy, faculty may not initiate a student withdrawal after the official course withdrawal period has ended.

TOTAL WITHDRAWAL FROM THE UNIVERSITY

Up until the drop period expires, students may drop full-term courses without charge by using our web registration system (PAWS) or at the Registrar's Office. Short-term courses will have shorter drop periods. Students must refer to their course schedules for exact date for each course.

After the end of the drop period, students who are planning to withdraw from *all* courses and leave the University for any reason **must** begin the withdrawal process with the Center for Academic Enrichment (LARC 151) prior to departure. Total withdrawals will not be processed after the last scheduled class day of the semester. Students residing in the residence hall also must check out at the housing office. Unless the total withdrawal procedure is followed, students are not eligible for an adjustment (if appropriate) of tuition and fees and will receive failing grades in all courses.

Retroactive Withdrawal

A student may request that all grades in previous terms be retroactively removed and replaced by entries of “W” on his/her transcript if he/she had experienced, during that term, health and/or personal problems so severe that he/she could not reasonably have been expected to complete the term satisfactorily. Application for a retroactive withdrawal may occur any time after the current term and before conferral of a degree. The Retroactive Withdrawal request form must be submitted with supporting documentation to the Registrar’s Office. Documentation must include specific information from a professional who can attest to the students’ claim of illness or legal issues, speak clearly to the difficulty that was encountered by the student and correlate to the specific time frame requested. After a request is received by the Registrar’s Office, it will be addressed by the Retroactive Withdrawal Committee. Once the request is reviewed and a decision is made, the student will be notified of the outcome by mail. If a student chooses not to share such information, the Student Academic Appeals Board will decide the case based on the information available.

If a student chooses to appeal the decision of the Retroactive Withdrawal Committee, the student must submit a formal appeal including thorough documentation as listed above. The appeal must be submitted, or postmarked if mailed, to the student Academic Appeals Board no later than 20 working days after the date of the initial decision of the Retroactive Withdrawal Committee. If no appeal is received before the deadline, the Retroactive Withdrawal Committee’s decision will be considered final.

The Academic Appeals Board decision is the final decision of the University.

Examples of reasonable requests for retroactive withdrawal include:

- 1) Death of immediate family member
- 2) Serious personal/family problems
- 3) Unexpected deployment or relocation
- 4) Diagnosed physical or mental condition/illness

A retroactive withdrawal is not allowed if a student has already earned a degree from Colorado State University-Pueblo and the term being requested is prior to the degree conferral.

Retroactive withdrawal applies to every class for the requested term(s), not for selective courses during a term.

An approved retroactive withdrawal will have no impact on any financial balance owed to the University. Please contact Student Billing Services for Tuition Appeal Information.

Military Withdrawal

If military obligations interrupt the academic work of a member of the armed forces registered for courses, the student may ask instructors for an early termination of his or her courses. Early terminations may include, but are not limited to: 1) a grade of W; 2) an incomplete (IN) grade, if there is any chance the student will be able to complete the course requirements; 3) an early final examination and course grade; or 4) an opportunity to complete the class by independent study. It is the student’s responsibility to make such a request in writing to the instructor. After the student and instructor have agreed on the terms of early termination, the agreement must be approved in writing by the department chair and the dean.

MILITARY LEAVE OF ABSENCE

If a student member of the armed forces receives orders to deploy or temporarily transfer stations for an extended period, that student may be accorded a military leave of absence. The student must notify CSU-Pueblo of military service and intention to return to school as follows:

Notification of military service. The student (or an appropriate officer of the armed forces or official of the Department of Defense) must give written notice of such service to CSU-Pueblo as far in advance as is reasonable under the circumstances by completing the Military Leave of Absence form. This notice does not have to indicate whether the student intends to return to CSU-Pueblo and may not be subject to any rule of timeliness. (Timeliness must be determined by the facts in each case.)

No notice is required if precluded by military necessity, such as service in operations that are classified or would be compromised by such notice. If this situation occurs, the student should submit an attestation of military service that necessitated the student’s absence from CSU-Pueblo at the time of readmission.

Notification of intent to return to school. The student must also give written notice of intent to return to CSU-Pueblo by completing a Military Leave of Absence Readmission form. The student is required to enroll in courses within three years after the completion of the period of service. Exceptions may be granted to students hospitalized or convalescing due to an illness or injury incurred or aggravated during military service. A student who fails to apply for readmission within these periods does not automatically forfeit eligibility for readmission, but is subject to CSU-Pueblo’s established leave of absence policy and general practices.

CSU-Pueblo has designated the Office of Admissions as the point of contact so that a student may provide notification of service and notification of intent to return. CSU-Pueblo will promptly readmit the student to the

semester chosen on the Military Leave of Absence Readmission form. If the student's intended semester is in progress, the student will be admitted to the next available semester. Students who have completed coursework during the Military Leave of Absence will be required to submit official transcripts before the readmission will be processed.

CSU-Pueblo must admit the student with the same academic status, which means:

- to the same program to which the student was last admitted or, if that exact program is no longer offered, the program that is most similar to that program, unless he/she chooses a different program
- at the same enrollment status, unless the student has completed additional coursework while on military leave
- with the same number of credit hours previously completed, unless the student is readmitted to a different program to which the completed credit hours are not transferable
- with the same academic standing (e.g., with the same satisfactory academic progress status)

If the student is readmitted to the same program, for the first academic year in which the student returns, CSU-Pueblo must assess the tuition and fee charges that would have been assessed for the academic year during which the student left CSU-Pueblo.

EXPERIENTIAL CREDIT COURSES

Through cooperative education, internships, field experiences and laboratory research, students in many degree programs have the opportunity to expand knowledge and apply theory in real-life situations. All experiential credit courses occur under the direction of an academic instructor and are included in the regular University curriculum. In some cases, such courses are required for majors. All such courses require registration, payment of tuition, carry credit, are listed in the catalog and include a planned program of activities outlined in the course syllabus. The grading system is the same as the system used for regular courses.

DESIGNATED EXPERIENTIAL EDUCATION COURSES

CSU-Pueblo adopted Experiential Education as the focus of its 2017 Higher Learning Commission Quality Initiative (HLC QI) and engaged in a number of efforts toward promoting the pedagogy of experiential education campus-wide beginning 2013.

As a result of the QI, CSU-Pueblo began recognizing and designating courses with significant experiential education (EE) components. The EE designation may be extended to courses on a permanent or semester-by-semester (or

section-by-section) basis. EE designated courses include:

1. At least 10 hours of experiential education course work per credit hour earned
2. Discussion of the definition, principles, and purpose of the Experiential Learning Cycle
3. Course objectives and learning outcomes tied to direct experience
4. Structured reflection
5. Activities aligned with experiential education principles
6. Assessment of student learning and effectiveness of the experience

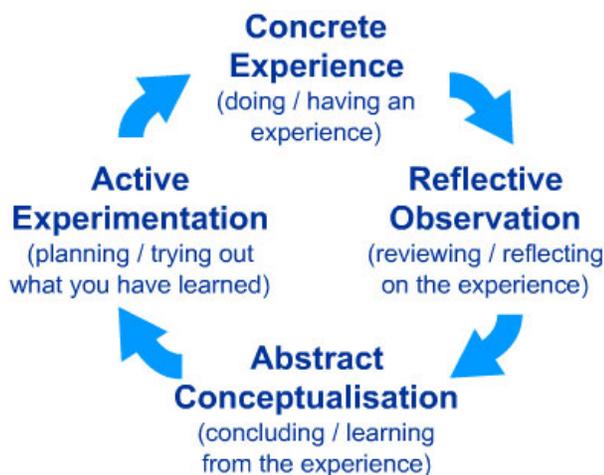
Students in EE designated courses:

1. Conceptualize course material and engage theory with practice through posing questions, solving problems, and constructing meaning,
2. Are encouraged to engage in experimentation, and
3. Demonstrate evidence of knowledge constructed through experiential learning (i.e., portfolios, presentations, projects, performances, displays, etc.).

The Association of Experiential Education (AEE) definition and principles of EE inform the practice at CSU-Pueblo. The following is from <http://www.aee.org/what-is-ee>, with modifications approved by the CSU-Pueblo EE Roundtable, September 2015:

Experiential education is a philosophy that informs many methodologies in which educators purposefully engage with learners both in what John Dewey refers to as direct experience and in focused reflection in order to increase knowledge, develop skills, clarify values, and develop people's capacity to contribute to their communities.

Experiential learning theory defines learning as "the process whereby knowledge is created through the transformation of experience". Kolb's (1984) Experiential Learning Cycle (see Figure below) depicts the learning process as including four adaptive learning modes: concrete experience (CE), reflective observation (RO), abstract conceptualization (AC), and active experimentation (AE). Concrete experiences are the basis for the learners' reflections. The reflections are then assimilated into abstract concepts to be utilized in future contexts. These abstract concepts are then tested actively and serve to inform the learner when he or she is exposed to new experiences. This process is cyclical in nature where learners are exposed to each of the learning modes – experiencing, reflecting, thinking, and acting – in a recursive process that is dependent on the unique experiences and elements to be learned. Knowledge results from the combination of grasping and transforming experience.



The principles of experiential education practice are:

- Experiential learning occurs when carefully chosen experiences are supported by reflection, critical analysis and synthesis.
- Experiences are structured to require the learner to take initiative, make decisions and be accountable for results.
- Throughout the experiential learning process, the learner is actively engaged in posing questions, investigating, experimenting, being curious, solving problems, assuming responsibility, being creative, and constructing meaning.
- Learners are engaged intellectually, emotionally, socially, and/or physically.
- The results of the learning are personal and form the basis for future experience and learning.
- Relationships are developed and nurtured: learner to self, learner to others and learner to the world at large.
- The educator and learner may experience success, failure, adventure, risk-taking and uncertainty, because the outcomes of experience cannot totally be predicted.
- Opportunities are nurtured for learners and educators to explore and examine their own values.
- The educator's primary roles include setting suitable experiences, posing problems, setting boundaries, supporting learners, insuring physical and emotional safety, and facilitating the learning process.
- The educator recognizes and encourages spontaneous opportunities for learning.
- Educators strive to be aware of their biases, judgments and pre-conceptions, and how these influence the learner.

TRANSCRIPTS OF CREDIT

Official transcripts are issued by the Registrar's Office at the **signed** request of the student. There is a non-

refundable fee for each official transcript. Check with the Registrar's Office for current fees. Transcript fees must be prepaid before official transcripts will be released. Acceptable methods of payment are cash, personal check, money order, VISA, MasterCard and Discover. Special fees are charged for special handling (Priority, Express, International mail, and faxing).

All accounts with Colorado State University-Pueblo must be settled before an official transcript can be issued.

Transcripts are processed as rapidly as possible and are usually issued within five working days from the date the signed request is received in the Registrar's Office. Students should allow extra time for issuance near the end of term. Due to the processing of grades, transcripts (official or unofficial) for enrolled students will not be released during the week of finals and the following week. CSU-Pueblo does not accept e-mail or telephone transcript requests.

Faxing of Transcripts

A pre-paid fee is required for an unofficial transcript to be faxed to a destination within the United States; there also is a higher pre-paid fee required for a transcript faxed outside the country. Since faxed transcripts are considered as working (unofficial) documents only, the fax will be followed up by an official (hard copy) version to follow by first class mail within five working days.

How to Order a Transcript

Signed transcript requests should include the following information:

- Student's full name (including maiden or other name if applicable);
- Student's current address and phone number;
- Student ID number;
- Date of birth;
- The last term the student was enrolled at CSU-Pueblo;
- Instructions on whether the current term grades or degree conferral; are to be included (this is important when a transcript is ordered near the end of a term);
- The complete name and address of the agency, school or individuals to whom transcripts are to be sent;
- The student's signature (this provides CSU-Pueblo with the necessary authorization to release the transcript to the designee; and
- Payment method.

NOTES:

- Transcripts do **not** include Upward Bound, GED, ACT, SAT, GRE or college class rank information.
- If someone other than the individual named on the transcript has been authorized to pick up the document in person, they must provide a signed release from the person named on the transcript.

Payment of Transcripts

- If payment is to be made by credit card, please provide type (VISA, MasterCard or Discover), credit card number, expiration date, 3-digit CVV code on back of card, name of card holder, address of card holder and daytime phone number.
- If the order is for a faxed transcript, the following information is also needed:
 - 1) The fax number and name of the person to whose attention the transcript is to be sent.
 - 2) The name and address to which the subsequent official, hard copy transcript will be mailed.

GRADUATION CONTRACTS

Graduation Contracts for fall and spring semester are due no later than the fourth week of the graduating term. Graduation Contracts for summer session are due no later than the third week of the 12-week summer session.

Students unable to complete degree requirements within the University deadlines will be required to submit a new Graduation Contract to the Registrar's Office in order to establish a new tentative degree conferral date.

COMMENCEMENT

Commencement exercises take place once a year, at the end of spring semester. Students eligible to participate include those who completed graduation requirements in the preceding fall semester, as well as those who are scheduled to complete requirements in the spring semester or those who are scheduled to complete requirements in the summer session following commencement. Candidates must appear in official academic regalia at commencement exercises. Petitions for exceptions to this policy must be submitted to the Provost's Office.

Utilizing data from official deadlines, the information for the commencement program is finalized in early March—changes, modifications, or updates received after that time may not be included.

The commencement program is not an official list of confirmed graduates or honors awarded. A final audit will

determine degree conferral and academic records.

GRADUATION WITH UNIVERSITY HONORS

There are three levels of University (baccalaureate degree only) scholastic honors at graduation: *summa cum laude*, *magna cum laude* and *cum laude*. A minimum of 60 semester credits must be earned at CSU-Pueblo for a student to be considered for these honors. Remedial courses, credit within Academic Renewal, and credit by examination cannot be included in the 60 semester credits.

To graduate *summa cum laude*, a minimum cumulative grade point average of 3.900 is required; for *magna cum laude*, a minimum cumulative grade point average of 3.750 is required; and, for *cum laude*, a minimum cumulative grade point average of 3.500 is required.

While honors will be listed in the commencement program for those who may reasonably anticipate them, the listing in the program is not a guarantee of receiving honors. The listing and reading of *cum laude* status for degree candidates are based on the grade point averages achieved at the beginning of the student's final term. The official honor awarded, based on the final grade point average and hours earned in residence, will be noted on the student's diploma and transcript.

CLASS RANK

CSU-Pueblo does not maintain or provide class rank information.

DIPLOMAS

Diplomas are dated and awarded to graduating students each semester or session (fall, spring and summer) upon graduation clearance of each student. The spring commencement date and the last day of the summer and fall term are the dates recorded on diplomas and on the transcripts for all students fulfilling degree requirements within a degree granting period. The diploma is imprinted with the name of the degree awarded and the student's major(s). Minors, emphases, tracks, specializations, and concentrations are not printed on the diploma. Diplomas will be mailed to graduates approximately ten to twelve weeks after the end of the term in which the degree is conferred. All accounts with Colorado State University-Pueblo must be settled before a diploma will be awarded. Replacement diplomas may be issued upon signed request from the original holder. Please check with the Registrar's Office for current diploma replacement fees.

POSTHUMOUS DEGREE

Colorado State University-Pueblo has a posthumous degree policy to confer a degree for eligible deceased students. Eligible students are those who were scheduled

to graduate either in the term of his/her death or the next term, are in good academic standing, and have support of the department and college.

Please contact the Registrar's Office for specific information on the policy and process.

REGISTRATION

Advisement

All students are required to consult an academic adviser before registering for classes each term. The major area assigns academic advisers.

Undeclared academic advising for continuing and new undeclared transfer students will be handled by the Center for Academic Enrichment, located in the Library and Academic Resources Center, LARC, Room 151.

All first-year, first-time students are advised through the Center for Academic Enrichment located in the Library and Academic Resources Center, LARC, Room 151.

Registration

Registration dates are published in *Semester Notes* in advance of each registration period. Students can register through PAWS, with their adviser, or in the Registrar's Office.

Change of Address

Students should keep university authorities informed of their current address. Students may change their address on-line through PAWS or complete the Change of Address form and return completed form to the Registrar's Office.

Immunization Requirement

Colorado law requires all college students born since January 1, 1957, to be immunized against measles, mumps, and rubella.

Proof of immunity consists of:

- Measles—one dose of live measles vaccine administered no sooner than four days before the first birthday and a second dose of live measles vaccine administered at least 4 weeks after the 1st dose or a blood test showing immunity to measles.
- Mumps—one dose of live mumps vaccine administered no sooner than four days before the first birthday and a second dose of live mumps vaccine administered at least 4 weeks after the 1st dose or a blood test showing immunity to mumps.
- Rubella—one dose of live rubella vaccine administered no sooner than four days before the first birthday and

a second dose of live rubella vaccine administered at least 4 weeks after the 1st dose or a blood test showing immunity to rubella.

Medical, religious, or personal exemptions continue to be in effect. The exemption statement, on the certificate provided by the University, must be signed by a physician, parent, or student 18 years and older. In the event of an outbreak, exempted people may be subject to exclusion from school and quarantine.

Prior to registration please have verified immunization records sent to Student Health Services, Colorado State University-Pueblo, Pueblo, Colorado 81001-4901 or fax records to (719) 549-2646.

MMR (measles, mumps, and rubella) vaccine is available in Student Health Services if immunization records indicate that a booster is necessary. For further information, contact the Student Health Services Office at (719) 549-2830.

UNDERGRADUATE PROGRAMS

DEGREE REQUIREMENTS

Candidates for the baccalaureate degree must satisfy institutional and general education requirements, as well as specific requirements for a major.

INSTITUTIONAL REQUIREMENTS FOR ALL BACCALAUREATE DEGREES

- 1) Students must successfully complete a minimum of 120 semester hours of credit with an earned grade point average of 2.000 for all CSU-Pueblo hours attempted and included in the GPA computation. Courses numbered below the 100-level **cannot** be applied toward graduation; (i.e. ENG 099, MATH 091, 098, 099, RDG 099).
- 2) Students must successfully complete a minimum of 40 credit hours in upper-division courses (numbered 300-499). Upper division credit may be earned only through a four-year institution.
- 3) A minimum of 60 semester hours must be earned from a four-year institution.
- 4) A minimum of 30 semester hours of credit (as stated in the program of the major) must be earned in residence (courses taken from Colorado State University-Pueblo) with a minimum grade point average of 2.000 for all resident hours attempted. (Both on-campus and extended studies for-credit courses are considered resident credit.)
- 5) For degree purposes, CSU-Pueblo accepts a maximum of 60 semester hours from community or junior colleges.
- 6) For degree purposes, CSU-Pueblo accepts a maximum of 90 semester hours from other four-year

institutions.

- 7) Of the last 60 semester hours earned immediately preceding graduation, no more than 30 may be completed at other colleges or universities.
- 8) For degree purposes, CSU-Pueblo accepts no more than 90 credits in total through transfer or other assessment of prior learning.
- 9) Students must successfully complete the requirements for an approved major program. Some major programs may require completion of a minor or specific related courses outside the major field.
- 10) Students must achieve a minimum grade point average of 2.000 in their major field of study. (Some majors and programs require higher GPAs. Refer to specific program sections of this catalog for details.)
- 11) Students must achieve a minimum grade point average of 2.000 in their minor field of study.
- 12) Students must complete the Skills Component (English Composition I and II, and Mathematics) with a minimum overall GPA of 2.000.
- 13) Students must satisfactorily complete all general education requirements as defined and explained in the *General Education Requirements* section of the *Academic Policies* chapter of this catalog.
- 14) Candidates for the Bachelor of Arts degree must satisfy the world language requirement.
- 15) Degree candidates must file a completed *Graduation Contract* with the Registrar's Office no later than the 4th week of fall and spring semester and no later than the 3rd week of the 12 week summer session of graduating term (check *Semester Notes* on-line or with the Registrar's Office for specific deadlines).
- 16) Degrees are issued only at the close of each semester and summer session.
- 17) Degrees will be granted at the end of the term during which the student completes all degree requirements.
- 18) Additional majors, emphasis areas, or minors will not be awarded or posted to a transcript after a baccalaureate degree has been granted.
- 19) Once a baccalaureate degree has been awarded, the student cannot repeat courses in order to improve the undergraduate grade point average.
- 20) All accounts with Colorado State University-Pueblo must be settled before a diploma will be awarded or official transcripts will be issued.

MAJOR REQUIREMENTS

A baccalaureate candidate must select a major and successfully complete all requirements prior to receiving a degree. The minimum number of required semester hours varies by major but must include a departmentally approved program of **at least 30 semester hours of course work in the program of study.**

Emphasis Area/Track/Specialization/Concentration

Certain programs of study may specify emphasis areas,

tracks, specializations or concentrations within majors. Only the official emphasis areas will be recorded on the transcript. Neither emphasis areas, nor tracks, nor specializations nor concentrations are printed on the diploma.

MINOR REQUIREMENTS

Minors consist of a sequence of courses in a specific academic discipline which is established by the department offering the minor. A minor cannot be completed independently and must be completed simultaneously with a major degree program. Additionally, minors must be declared before degree conferral. General education courses can apply towards the minor and major(s) unless otherwise stated. Upon graduation, completed majors and minors are recorded on the transcript. Minors are not printed on the diploma.

DOUBLE (SECOND) MAJOR

Students may choose to complete concurrently the requirements for two majors. Students seeking a double major must satisfy the requirements of both majors as stated by both departments involved under a single degree program. The single degree awarded is that degree appropriate for the first major. A single diploma is issued which displays both majors and both majors are recorded on the student's academic transcript.

DOUBLE (CONCURRENT) DEGREES

Students may choose to complete concurrently the requirements for two CSU-Pueblo degrees. The second degree must be granted in a major area other than that in which the first baccalaureate degree is granted, and both degrees must be granted from CSU-Pueblo. The additional credits required for the second degree may be completed concurrently with the credits applying to the first degree and the two degrees may be granted simultaneously, providing all requirements are completed for both degrees. The total hour requirement is 150 earned hours. Simultaneous degrees require two separately completed degree planning sheets. Successful completion of concurrent degrees will result in two diplomas and both degrees are recorded on the student's academic transcript. For students wishing to complete more than two degrees simultaneously, a minimum of 30 additional credits is required for each additional degree.

JOINT (3+2) UNDERGRADUATE AND GRADUATE DEGREES (INTEGRATED AND NON-INTEGRATED)

CSU-Pueblo offers several programs in which well-prepared undergraduate students may complete a bachelor's degree and master's degree simultaneously. Students may apply to a 3+2 graduate program upon successful completion of at least 60 credits. If accepted

into the 3+2 graduate program, students will have the opportunity to fulfill integrated requirements toward both undergraduate and graduate degrees. A maximum of 12 required graduate credits may be applied simultaneously to both the declared undergraduate and graduate degree programs. All graduate degree course requirements must be completed. Completion of a 3+2 degree program requires a minimum of 138 total credits. However individual degree programs may require more than 138 credits to satisfy the unique discipline requirements. Once admitted to the 3+2 degree program:

- The student must maintain good academic standing for both undergraduate and graduate programs. To remain in good standing, a student's cumulative and graduate GPA must remain at a 3.00 or better. The graduate GPA will be determined from all approved coursework attempted at the 500 level or above.
- Courses at the 500-level or above completed six or more years before the date of graduation, either at CSU-Pueblo or another institution, will not be accepted as satisfying graduation requirements without written approval of the student's graduate program director/coordinator.
- Courses at the undergraduate level (100-499) may be eligible to be repeated for academic credit. Please see the Repeating Courses for Academic Credit section of the catalog for more details.
- Courses at the 500-level or above may be repeated for a maximum of six semester hours of graduate credit. When a graduate level course is repeated, both the subsequent grade and the original grade are included in the grade point average.
- 3+2 students are required to be continuously registered in the fall and spring semester throughout their degree program. Students may fulfill this requirement by being registered for a credit-bearing course. As an alternative, students may opt for a Continuous Registration (CR) status. Please see the Continuous Registration section of the catalog for more details.
- Students not maintaining graduate academic standards, or who choose to opt out of the 3+2 program may complete the declared undergraduate degree. Consult with program director and undergraduate advisor for assistance.
- 3+2 students are eligible for graduation with undergraduate university scholastic honors.

DEGREE-PLUS (SECOND BACCALAUREATE DEGREE)

A second baccalaureate degree may be granted in a major area other than that in which the first baccalaureate degree was granted provided the student has met all requirements for the second baccalaureate degree, including not fewer than 30 semester hours of Colorado State University-Pueblo (resident) credit beyond the first degree. Students must complete those 30 semester hours with a minimum grade point average of 2.000 while in Degree Plus status. The additional 30 hours of credit must have the approval of the department from which the

second degree is to be earned. Students seeking a second degree are eligible for the Deans' List.

Degree-plus students seeking a second baccalaureate degree are eligible for scholastic honors. To qualify for graduation with honors, a minimum of 60 semester credits must be completed with CSU-Pueblo after the first degree(s) are conferred. In determining the grade point average of a student, only grades earned after the first degree(s) are considered.

The general education and institutional requirements are considered complete if the student has earned a baccalaureate degree from a regionally accredited college or university, and is accepted to the University as a degree-plus student. Prior credit earned will not be posted to the CSU-Pueblo transcript; however, each department may internally consider approving prior credit earned toward certain requirements.

BACHELOR OF ARTS DEGREE: WORLD LANGUAGE REQUIREMENT

Students seeking the degree of Bachelor of Arts must complete one of the three options listed below:

- 1) Second level of a world language (course number 102).
 - Students may test out of the course.
 - Completion of a world language course above 102 with a grade of C or better will satisfy the requirement.
- 2) Second level of ASL (course number 102).
 - Students may test out of the course.
 - Completion of an ASL course above 102 with a grade of C or better will satisfy the requirement.
- 3) WL 100, Intro to Comparative Linguistics, *and* ANTHR/ENG 106, Language, Thought and Culture.

International students for whom English is a second language may substitute two terms of English courses (excluding ENG 101 and ENG 102) for the world language requirement.

GENERAL EDUCATION REQUIREMENT

Graduates of Colorado State University-Pueblo are lifelong learners who have developed the intellectual and ethical foundations necessary for an understanding of and respect for humanity as well as the knowledge and skills necessary to adapt to the demands of a rapidly changing society.

To help students achieve these goals, the skills component of the CSU-Pueblo general education program is designed to give students the written communication and quantitative reasoning skills necessary for success in their undergraduate studies and future careers. The

knowledge component is designed to give students direct experience in the methods of thought and inquiry in three central areas of academic endeavor: the arts and humanities; the social sciences; and the natural and physical sciences.

Upon completion of general education courses, students will:

- Use the English language to communicate with clarity, coherence and persuasiveness, demonstrating critical analysis, logic, precision and rhetorical awareness. (Communication)
- Identify, analyze and evaluate arguments and sources of information to make informed and logical judgments, to arrive at reasoned and meaningful arguments and positions, and to formulate and apply ideas to new contexts. (Critical Thinking)
- Articulate the nature of a multicultural society and recognize the role of aesthetic awareness, world language skills, cultural and social perspectives or human and institutional systems of the past and present. (Diversity and Social Responsibility)
- Clarify and evaluate their own values and ethical conduct and analyze the values and ethical conduct of others. (Personal Values and Ethics)
- Apply numeric, symbolic and geometric skills to formulate and solve quantitative problems. (Quantitative Reasoning)
- Apply the scientific method, laboratory techniques, mathematical principles and/or experimental design. (Scientific Reasoning)
- Identify and evaluate wellness principles, including mental, emotional and physical health, needed to make informed choices. (Wellness and Well-Being)

The Colorado guaranteed transfer program (gtPathways) is a set of general education courses that the state guarantees to transfer. Certain courses taken at Colorado public colleges and universities are guaranteed to transfer among all two- and four-year public institutions in the state. Up to 31 credit hours of successfully completed (C- or better) courses in general education will count toward general education or graduation requirements. These courses are not based on equivalencies but meet specific content and competency criteria. Additional information about gtPathways is available at <http://higher.ed.colorado.gov/Academics/Transfers/gtPathways/>. The gtPathways courses offered at CSU-Pueblo are identified in the skills and knowledge components below. They are listed according to their appropriate gtPathways code, which is common among all gtPathways courses in Colorado.

The general education requirement for graduation includes a total of 35 semester credits in two categories:

Skills Component	9 credits
Knowledge Component.....	<u>26 credits</u>
TOTAL	35 credits

I. SKILLS COMPONENT

Candidates for the baccalaureate degree must satisfy institutional and general education requirements, as well as specific requirements for a major. (Students must successfully complete all remedial coursework within their first thirty [30] credits and the Skills Component of general education within their first sixty [60] credits. Transfer students must complete the Skills Component of general education by the end of their second semester at CSU-Pueblo.)

To complete the Skills component, students must successfully complete courses in the following content areas with a minimum overall GPA of 2.000 in courses taken at CSU-Pueblo. Transfer courses are not computed within this GPA:

Written Communication..... (2 courses)	6 credits
Quantitative Reasoning..... (1 course).....	<u>3 credits</u>
TOTAL	9 credits

A. Written Communication

Take **each** of the following courses:

GT-CO1 (Introductory Writing Course)

ENG 101	Composition I	3 credits
---------	---------------------	-----------

GT-CO2 (Intermediate Writing Course)

ENG 102	Composition II	3 credits
---------	----------------------	-----------

B. Quantitative Reasoning

Take **one** of the following courses:

GT-MA1 (Mathematics)

MATH 109	Mathematical Explorations	3 credits
MATH 121	College Algebra	4 credits
MATH 124	Pre-Calculus Math	5 credits
MATH 126	Calculus and Analytic Geometry I.....	5 credits
MATH 156	Introduction to Statistics	3 credits
MATH 221	Applied Calculus: An Intuitive Approach	4 credits

or any MATH course that includes one of these as a prerequisite. (If a MATH course is taken that is not one of the above listed GT-MA1 courses but does contain one of the above courses as a prerequisite, the MATH course taken will count toward the Quantitative Reasoning

requirement at CSU-Pueblo but will not be guaranteed to transfer among all two-and four-year public institutions in the state.)

II. KNOWLEDGE COMPONENT

To complete the Knowledge component, students must successfully complete courses in the following content areas:

Humanities	(3 courses)	9 credits
History	(1 course)	3 credits
Social Sciences	(2 courses)	6 credits
Natural and Physical Sciences	(2 courses with labs)	8 credits
TOTAL.....		26 credits

Students must take one course that is designated as cross-cultural. Courses taken to meet the Knowledge content area requirements may also be used to meet the cross-cultural requirement if they have a **(CC)** next to their listing.

Your major may recommend certain courses from this list. Refer to your major's catalog description for more information.

A. Humanities

GT-AH1 (Arts and Expression)

ART	100	Visual Dynamics (CC)
ART	211	History of Art I (CC)
ART	212	History of Art II (CC)
ENG	114	Introduction to Creative Writing (CC)
MUS	118	Music Appreciation (CC)
SPN	130	Cultures of the Spanish-Speaking World (CC)

GT-AH2 (Literature and Humanities)

ENG	130	Introduction to Literature
ENG/CS	220	Survey of Chicano Literature (CC)
ENG	221	Masterpieces of Literature I
ENG	222	Masterpieces of Literature II
ENG	240	Survey of Ethnic Literature (CC)

GT-AH3 (Ways of Thinking)

PHIL	102	Philosophical Literature
PHIL	120	Islam and Non-Western Religions (CC)
PHIL	201	Classics in Ethics
PHIL	204	Critical Reasoning
PHIL	205	Deductive Logic

GT-AH4 (World Languages)

(must be Intermediate/200 Level)

FRN	201	Intermediate French I (CC)
FRN	202	Intermediate French II (CC)
GER	201	Intermediate German I (CC)
GER	202	Intermediate German II (CC)
ITL	201	Intermediate Italian I (CC)
ITL	202	Intermediate Italian II (CC)
SPN	201	Intermediate Spanish I (CC)
SPN	202	Intermediate Spanish II (CC)

Humanities courses not designated as gtPathways

(Courses that will count for Humanities at CSU-Pueblo, but are not guaranteed to transfer among all two-and four-year public institutions in the State.)

WL	100	Intro to Comparative Linguistics (CC)
COMR	103	Speaking and Listening World Language
ASL	101	Beginning American Sign Language I (CC)
ASL	102	Beginning American Sign Language II (CC)
ASL	201	Intermediate American Sign Language I (CC)
ASL	202	Intermediate American Sign Language II (CC)
FRN	101	Beginning French I (CC)
FRN	102	Beginning French II (CC)
GER	101	Beginning German I (CC)
GER	102	Beginning German II (CC)
ITL	101	Beginning Italian I (CC)
ITL	102	Beginning Italian II (CC)
SPN	101	Beginning Spanish I (CC)
SPN	102	Beginning Spanish II (CC)

B. History

GT-HI1 (History)

CS	101	Introduction to Chicano Studies (CC)
HIST	110	World History to 1500 (CC)
HIST	111	World History since 1500 (CC)
HIST/CS	136	Southwest United States (CC)
HIST	201	US History I
HIST	202	US History II

C. Social Sciences

GT-SS1 (Economic or Political Systems)

ECON	201	Principles of Macroeconomics
ECON	202	Principles of Microeconomics
POLSC	101	American National Politics
POLSC	201	International Relations (CC)
SOC	201	Social Problems

SW 205 Social Welfare in the United States

GT-SS2 (Geography)

GEOG 103 World Regional Geography (CC)

GT-SS3 (Human Behavior, Culture, or Social Frameworks)

ANTHR 100 Cultural Anthropology (CC)
 CS/SW 230 Chicanos: Social and Psychological Study (CC)
 MCCNM 101 Media and Society
 PSYCH 100 General Psychology
 PSYCH 151 Human Development
 PSYCH 222 Understanding Animal Behavior
 SOC 101 Introduction to Sociology

Social Science courses not designated as qtPathways

(Courses that will count for Social Science at CSU-Pueblo; but are not guaranteed to transfer among all two-and four-year public institutions in the State.)

ANTHR/ ENG 106 Language, Thought and Culture (CC)
 POLSC 202 Comparative Politics (CC)
 PSYCH/SOC/WS 231 Marriage, Family and Relationships
 PSYCH 251 Childhood and Adolescence
 SOCSOC 209 African American Studies (CC)
 WS 100 Introduction to Women's Studies (CC)

D. Natural and Physical Sciences

GT-SC2 Lecture and GT-SC1 Required Laboratory

BIOL 100/L Principles of Biology with Lab
 BIOL 121/L Environmental Conservation with Lab
 BIOL 181/L College Biology I/Organismal Bio with Lab
 BIOL 182/L College Biology II/Cellular Bio with Lab
 BIOL 201/L Botany with Lab
 BIOL 223/L Human Physiology & Anatomy I with Lab
 BIOL 224/L Human Physiology & Anatomy II with Lab
 CHEM 101/L Chemistry and Society with Lab
 CHEM 111/L Principles of Chemistry with Lab
 CHEM 121/L General Chemistry I with Lab
 CHEM 122/L General Chemistry II with Lab
 CHEM 125/L Environmental Science with Lab
 CHEM 160/L Introduction to Forensic Science with Lab
 GEOL 101/L Earth Science with Lab
 GEOL 114/L Oceanography with Lab
 PHYS 110/L Astronomy with Lab
 PHYS 140/L Light, Energy and the Atom with Lab

PHYS 201/L Principles of Physics I with Lab
 PHYS 202/L Principles of Physics II with Lab
 PHYS 221/L General Physics I with Lab
 PHYS 222/L General Physics II with Lab

Natural and Physical Sciences courses not designated as qtPathways

(Courses that will count for Natural and Physical Sciences at CSU-Pueblo; but are not guaranteed to transfer among all two-and four-year public institutions in the State.)

BIOL 202/L Zoology with Lab
 EXHP 162/L Personal Health with Lab
 PHYS 145/L A Survey of Global Energy Resources with Lab

COURSE SUBSTITUTIONS

Substitutions, waivers, or exceptions for courses fulfilling degree requirements must be approved by the appropriate approving authority and submitted to the Registrar's Office.

CSU-Pueblo courses not designated as general education may not be substituted to fulfill general education requirements, except as specifically covered under the student affairs general education requirement substitution policy.

ASSESSMENT OF STUDENT LEARNING

Colorado State University-Pueblo is committed to providing quality education and to assuring students gain the knowledge and skills necessary to be successful after they graduate. Assessment of student learning in general education, undergraduate majors and minors, certificates, and graduate programs is central to our on-going improvement efforts.

Students will periodically participate in assessment by submitting examples of their course work, participating in focus groups, completing questionnaires, and sitting for standardized exams. Faculty and staff use assessment results to determine the extent to which students demonstrate competency in their field of study, and to improve courses and curricula, teaching practices, and other activities.

The assessment process for all academic programs contains the following common elements:

- 1) Student learning outcomes for undergraduate major and stand-alone minor programs, certificates, and graduate programs are set by faculty and communicated widely;
- 2) Student learning outcomes are evaluated by faculty using generally accepted best practices in assessment;
- 3) Faculty and others use assessment information to

- improve programs as appropriate; and
- 3) Information about assessment is reported to stakeholders, including the Board of Governors of the Colorado State University System, the Colorado Commission on Higher Education, professional accreditors, and the Higher Learning Commission.

In recognition of the evolutionary nature of accountability and assessment processes, the University acknowledges that they may change at any time. The University will make reasonable efforts to inform students and other stakeholders of modifications.

The University and its departments also conduct satisfaction and other types of surveys before and after students graduate. Students and alumni are strongly encouraged to respond to these surveys so that the information may be used to improve our campus.

GRADUATION RATE

Under the Students Right to Know and Campus Security Act of 1990, colleges and universities are required to publish the graduate rate of first-time undergraduate students. This graduation rate is defined as the percentage of first-time undergraduate students who complete their bachelor's degree, at CSU-Pueblo, within six years of their initial enrollment. First-time undergraduate students are defined as full-time, degree seeking undergraduate students who enroll at Colorado State University-Pueblo with no previous college experience.

The University's average graduation rate for the most recent 3-year average of entering cohorts is 34%, a rate comparable with graduation rates of other regional public institutions in Colorado.

STUDENT BILL OF RIGHTS—FOUR YEAR GRADUATION AGREEMENT

C.R.S. 23-1-125. Commission directive –student bill of rights

The General Assembly hereby finds that students enrolled in public institutions of higher education shall have the following rights:

- a) Students should be able to complete their associate of arts and associate of science degree programs in no more than sixty credit hours or their baccalaureate programs in no more than one hundred twenty credit hours unless there are additional degree requirements recognized by the commission;
- b) A student can sign a two-year or four-year graduation agreement that formalizes a plan for that student to obtain a degree in two or four years, unless there are additional degree requirements recognized by the

- commission;
- c) Students have a right to clear and concise information concerning which courses must be completed successfully to complete their degrees;
- d) Students have a right to know which courses are transferable among the state public institutions of higher education;
- e) Students, upon completion of core general education courses, regardless of the delivery method, should have those courses satisfy the core course requirements of all Colorado public institutions of higher education;
- f) Students have a right to know if courses from one or more public higher education institutions satisfy the student's degree requirements;
- g) A student's credit for the completion of the core requirements and core courses shall not expire for ten years from the date of initial enrollment and shall be transferrable.

FREEDOM OF EXPRESSION AND INQUIRY

Colorado State University-Pueblo considers freedom of discussion, inquiry, and expression to be consonant with the history and traditions of our country and a cornerstone of education in a free society. CSU-Pueblo is committed not just to valuing and respecting diversity, but also to respecting diverse viewpoints. CSU-Pueblo encourages members of the University community to engage in discussion, to exchange ideas and opinions, and to speak, write, and publish freely in accordance with the guarantees and limitations of our state and national constitutions.

Faculty and students have not only a right, but also a responsibility, to examine critically the insights, understandings, values, issues, and concerns which have evolved in the various areas of human activity. Accordingly, University-registered student organizations may extend invitations for guest lecturers, exhibitors, performers, and exhibitions of works of art with no restrictions of form or content other than those imposed by law and University policy. It is understood that inviting a speaker, performer, or exhibit does not imply concurrence of the University or of the sponsoring organization with the opinions, beliefs, or values expressed. In exercising their rights, members of the University community should understand that the public may judge the institution by their actions. Hence, they should at all times strive to be honest and accurate, exercise appropriate restraint, and show appropriate respect for the opinions of others.

Any members of the campus community (students, faculty, or staff) who feel that they have been treated unfairly because of their views or indelible traits should contact the Director of the Office of Institutional Equity, the Office of Student Conduct, or the Director of Diversity and Inclusion.

Advanced Placement (AP) – Equivalency Chart 2018-2019

AP Exam	Score	Course Number	Class Equivalent	Credits Received	Gen Ed Group, GT Pathways
Art History	3 or 4	ART 211	History of Art I	3 credits	H, GT-AH1
	5	ART 211 & 212	History of Art I & II	6 credits	H, GT-AH1
Art, Studio Drawing	3, 4 or 5	ART 141	Drawing I	3 credits	
Art, Studio 2D Design	3, 4 or 5	ART	Elective	3 credits	
Art, Studio 3D Design	3, 4 or 5	ART	Elective	3 credits	
Biology	3	BIOL 100/L	Principles of Biology & Lab	4 credits	ST, GT-SC1 & GT-SC2
	4 or 5	BIOL 181/L BIOL 182/L	Coll Biology I/Organismal Biology & Lab Coll Biology II/Cellular Biology & Lab	4 credits 4 credits	ST, GT-SC1 & GT-SC2
Calculus AB	3, 4 or 5	MATH 126	Calculus and Analytic Geometry I	5 credits	M, GT-MA1
Calculus BC	3	MATH 126	Calculus and Analytic Geometry I	5 credits	M, GT-MA1
	4 or 5	MATH 126 MATH 224	Calculus and Analytic Geometry I Calculus and Analytic Geometry II	5 credits 5 credits	M, GT-MA1 M, GT-MA1
Capstone (Seminar or Research)	3,4 or 5	No Transfer	No Transfer	0 credit	
Chemistry	3	CHEM 111/L	Principles of Chemistry & Lab	4 credits	ST, GT-SC1 & GT-SC2
	4	CHEM 121/L	General Chemistry I & Lab	5 credits	ST, GT-SC1 & GT-SC2
	5	CHEM 121/L CHEM 122/L	General Chemistry I & Lab General Chemistry II & Lab	5 credits 5 credits	ST, GT-SC1 & GT-SC2
Chinese Language and Culture	3	WL 101	Intro to a Critical Wrld Language I	3 credits	
	4	WL 101 & 102	Intro to a Critical Wrld Language I & II	6 credits	
	5	WL 101, 102 & Elective	Intro to a Critical Wrld Language I & II Elective	6 credits 3 credits	
Computer Science A	3	CIS	Elective	3 credits	
	4 or 5	CIS	Elective	4 credits	
Computer Science Principles	3	CIS	Elective	3 credits	
	4 or 5	CIS	Elective	4 credits	
Economics (Macroeconomics)	3, 4 or 5	ECON 201	Principles of Macroeconomics	3 credits	SS, GT-SS1
Economics (Microeconomics)	3, 4 or 5	ECON 202	Principles of Microeconomics	3 credits	SS, GT-SS1
English Language and Composition	3 or 4	ENG 101	Composition I	3 credits	E, GT-CO1
	5	ENG 101 & 102	Composition I & II	6 credits	E, GT-CO1 & GT-CO2
English Literature and Composition	3 or 4	ENG 130	Intro to Literature	3 credits	H, GT-AH2
	5	ENG 101 ENG 130	Composition I Intro to Literature	3 credits 3 credits	E, GT-CO1 H, GT-AH2
Environmental Science	3, 4 or 5	CHEM 125/L	Environmental Science & Lab	4 credits	ST, GT-SC1 & GT-SC2
European History	3	HISTORY	General Education History Elective	3 credits	HS, GT-HI1
	4 or 5	HISTORY	General Education History Elective	6 credits	HS, GT-HI1
French Language and Culture	3	FRN 201	Intermediate French I	3 credits	H, GT-AH4
	4	FRN 101 & 201	Beginning French I Intermediate French I	3 credits 3 credits	H H,GT-AH4
	5	FRN 101, 102 & 201	Beginning French I & II Intermediate French I	6 credits 3 credits	H H, GT-AH4

*Please see Gen. Ed. Group & GT Pathways key on page 72

German Language and Culture	3	GER 201	Intermediate German I	3 credits	H, GT-AH4
	4	GER 101 GER 201	Beginning German I Intermediate German I	3 credits 3 credits	H H, GT-AH4
	5	GER 101, 102 & 201	Beginning German I & II and Intermediate German I	6 credits 3 credits	H H, GT-AH4
Government & Politics: Comparative	3, 4 or 5	POLSC 202	Comparative Politics	3 credits	SS
Government & Politics: United States	3, 4 or 5	POLSC 101	American National Politics	3 credits	SS, GT-SS1
Human Geography	3, 4 or 5	GEOGRAPHY	General Education Elective	3 credits	SS, GT-SS2
Italian Language and Culture	3	ITL 201	Intermediate Italian I	3 credits	H, GT-AH4
	4	ITL 101 & ITL 201	Beginning Italian I Intermediate Italian I	3 credits 3 credits	H H, GT-AH4
	5	ITL 101, 102 & 201	Beginning Italian I & II Intermediate Italian I	6 credits 3 credits	H H, GT-AH4
Japanese Language and Culture	3	WL 101	Intro to a Critical Wrld Language I	3 credits	
	4	WL 101 & 102	Intro to a Critical Wrld Language I & II	6 credits	
	5	WL 101, 102 & Elective	Intro to a Critical Wrld Language I & II Elective	6 credits 3 credits	H
Latin	3	WL 101	Intro to a Critical Wrld Language I	3 credits	
	4	WL 101 & 102	Intro to a Critical Wrld Language I & II	6 credits	
	5	WL 101, 102 & Elective	Intro to a Critical Wrld Language I & II Elective	6 credits 3 credits	H
Music Theory	3, 4 or 5	MUSIC	Elective	3 credits	
Physics I	3, 4 or 5	PHYS 201/L	Principles of Physics I & Lab	4 credits	ST, GT-SC1 & GT-SC2
Physics II	3, 4 or 5	PHYS 202/L	Principles of Physics II & Lab	4 credits	ST, GT-SC1 & GT-SC2
Physics C: Electricity & Magnetism	3, 4 or 5	PHYSICS	General Education Elective & Lab	5 credits	ST, GT-SC1 & GT-SC2
Physics C: Mechanics	3, 4 or 5	PHYSICS	General Education Elective & Lab	5 credits	ST, GT-SC1 & GT-SC2
Psychology	3, 4 or 5	PSYCH 100	General Psychology	3 credits	SS
Spanish Language and Culture	3	SPN 201	Intermediate Spanish I	3 credits	H, GT-AH4
	4	SPN 101 & SPN 201	Beginning Spanish I Intermediate Spanish I	3 credits 3 credits	H H, GT-AH4
	5	SPN 101, 102 & 201	Beginning Spanish I & II Intermediate Spanish I	6 credits 3 credits	H H, GT-AH4
Spanish Literature	3	SPANISH	Elective	3 credits	
	4	SPANISH	Elective	6 credits	
	5	SPANISH	Elective	9 credits	
Statistics	3, 4 or 5	MATH 156	Introduction to Statistics	3 credits	M, GT-MA1
United States History	3	HIST 201	U.S. History I	3 credits	HS, GT-HI1
	4 or 5	HIST 201 & 202	U.S. History I & II	6 credits	HS, GT-HI1
World History	3	HIST 110	World History to 1500	3 credits	HS, GT-HI1
	4 or 5	HIST 110 & 111	World History to 1500 & after 1500	6 credits	HS, GT-HI1 HS, GT-HI1

*Please see Gen. Ed. Group & GT Pathways key on page 72

CLEP Equivalency Chart 2018-2019

Name of Exam	ACE Score		Class Equivalent	Credits	Gen Ed Group, GT Pathways
	7/2001-Current	Course Number			
American Government	50	POLSC 101	Amer National Politics	3	SS, GT-SS1
American Literature	50	ENG 210 & 212	Amer Literature I & II	6	
Analyzing & Interpret Literature	50	ENG 130 Elective	Intro to Lit Elective	3 3	H, GT-AH2 H
Biology	50	BIOL	Elective (no Lab credit)	3	ST, GT-SC2
Calculus	50	MATH 126	Calc & Analytic Geom I	5	M, GT-MA1
Chemistry	50	CHEM 111/L	Prin of Chemistry & Lab	4	ST, GT-SC1 & GT-SC2
College Algebra	50	MATH 121	College Algebra	4	M, GT-MA1
College Composition	50	ENG 101 & 102	Composition I	3	E, GT-CO1
College Composition Modular	50	ENG 101	Composition I	3	E, GT-CO1
College Mathematics	50	MATH 109	Math Explorations	3	M, GT-MA1
English Literature	50	ENG 231 & 232	Lit of England I and II	6	
Financial Accounting	50	ACCTG 201	Prin of Financial Acctg	3	
French Language, Level I	50	FRN	FRN 101 & 102	6	H
French Language, Level II	59	FRN	FRN 101, 102, 201 & 202	6 6	H H, GT-AH4
German Language, Level I	50	GER	GER 101 & 102	6	H
German Language, Level II	60	GER	GER 101, 102, 201 & 202	6 6	H H, GT-AH4
History of US I: to 1877	50	HIST 201	U.S. History I	3	HS, GT-HI1
History of US II: 1865-Present	50	HIST 202	U.S. History II	3	HS, GT-HI1
Human Growth & Development	50	PSYCH 151	Intro Human Develop	3	SS, GT-SS3
Humanities	50	ART	Elective	6	H
Info Sys & Computer Apps	50	CIS	Elective	3	
Introduction to Business Law	50	BUSAD	Elective	3	
Intro to Educational Psychology	50	PSYCH	Elective	3	
Introduction to Psychology	50	PSYCH 100	General Psychology	3	SS, GT-SS3
Introduction to Sociology	50	SOC 101	Intro to Sociology	3	SS, GT-SS3
Natural Science	50	BIOL	Elective (no Lab credit)	6	ST, GT-SC1
Pre-Calculus	50	MATH 124	Pre-Calculus Math	5	M, GT-MA1
Principles of Macroeconomics	50	ECON 201	Prin of Macroeconomics	3	SS, GT-SS1
Principles of Microeconomics	50	ECON 202	Prin of Microeconomics	3	SS, GT-SS1
Principles of Management	50	MGMT 201	Prin of Management	3	
Principles of Marketing	50	MKTG 340	Prin of Marketing	3	
Social Science & History	50	SOC HIST	Sociology Elective History Elective	3 3	SS HS
Spanish Language, Level I	50	SPN	SPN 101 & 102	6	H
Spanish Language, Level II	63	SPN	SPN 101, 102, 201 & 202	6 6	H H, GT-AH4
World History to 1500	50	HIST	Elective	3	HS, GT-HI1
World History since 1500	50	HIST	Elective	3	HS, GT-HI1

**If a student has already earned college credit in an academic course(s) before taking CLEP/DANTES exams, the latter credit will be considered duplicate and will not be awarded

*Please see Gen. Ed. Group & GT Pathways key on page 72

DSST (DANTES) Equivalency Chart 2018-2019

Name of Exam	Acceptable Score	CSU-Pueblo Equivalent		Credits	Gen Ed Group, GT Pathways
		Course Number	Course Equivalent		
Art of the Western World	400	ART	Elective (Lower Division)	3	H
Astronomy	400	PHYS 110	Astronomy (without lab)	3	ST, GT-SC2
Business Ethics and Society	400	BUSAD 302	Ethics in Business	3	
Business Mathematics	400	NT	Not Transferrable		
Civil War & Reconstruction	400	HIST	Elective (Upper Division)	3	
Computer Info Technology	400	CIS 150	Computer Info Systems	3	
Criminal Justice	400	SOC	Elective (Upper Division)	3	
Environment & Humanity	400	CHEM 125	Environmental Science	3	ST, GT-SC2
Ethics in America	400	PHIL	Elective (Lower Division)	3	H
Foundations of Education	400	ED 202	Foundation of Education	3	
Fundamentals of Counseling	400	PSYCH	Elective (Lower Division)	3	
Fundamentals of Cybersecurity	400	ELECT	Elective (Upper Division)	3	
General Anthropology	400	ANTHR	Elective (Lower Division)	3	SS
Health & Human Development	400	EXHP	Elective (Lower Division, no lab)	3	ST
History of the Soviet Union	400	HIST	Elective (Upper Division)	3	
History of the Vietnam War	400	HIST	Elective (Upper Division)	3	
Human Resource Management	400	MGMT 318	Human Resource Mgmt	3	
Human/Cultural Geography	400	GEOG	Elective (Lower Division)	3	SS
Introduction to Business	400	BUSAD 101	Bus Careers & Opportunities	3	
Intro to Law Enforcement	400	SOC	Elective (Lower Division)	3	
Intro to World Religions	400	PHIL 120	Elective (Lower Division)	3	H, GT-AH3
Lifespan Developmental Psych	400	PSYCH 151	Intro Human Development	3	SS, GT-SS3
Management Info Systems	400	CIS 365	Management Info Systems	3	
Money & Banking	400	BUSAD	Elective (Upper Division)	3	
Organizational Behavior	400	MGMT	Elective (Upper Division)	3	
Personal Finance	400	BUSAD	Elective (Lower Division)		
Principles of Finance	400	FIN 330	Principles of Finance	3	
Principles of Physical Science I	400	PHYS	Elective (No Lab, Lower Div)	3	ST, GT-SC2
Principles of Public Speaking	400	COMR 103	Speaking & Listening	3	H
Principles of Statistics	400	MATH 156	Introduction to Statistics	3	M, GT-MA1
Principles of Supervision	400	BUSAD	Elective (Lower Division)	3	
Substance Abuse	400	EXHP	Elective(Lower Division)	3	
Technical Writing	400	ENG	Elective (Lower Division)	3	

*Please see Gen. Ed. Group & GT Pathways key on page 72

International Baccalaureate Equivalency Chart 2018-2019

IB Exam	Score	Course Number	Class Equivalent	Credits	Gen Ed Group, GT Pathways
Anthropology – HL	4-7	ANTHR 100 Elective	Cultural Anthropology Elective	3 3	SS, GT-SS3 SS
Anthropology – SL	4-7	ANTHR 100	Cultural Anthropology	3	SS, GT-SS3
Art History – SL	4-7	ART	Elective	3	H, GT-AH1
Astronomy – SL	4-7	PHYS 110/L	Astronomy & Lab	4	ST, GT-SC1 & GT-SC2
Biology – HL	4-7	BIOL 181/L	Coll Biology I/Organismal Biol & Lab	4	ST, GT-SC1 & GT-SC2
		BIOL 182/L	Coll Biology II/Cellular Biology & Lab	4	ST, GT-SC1 & GT-SC2
Biology – SL	4-7	BIOL 100/L	Principles of Biology & Lab	4	ST, GT-SC1 & GT-SC2
Business Management – HL	4-7	MGMT 201 BUSAD	Prin of Management Elective	3 3	
		MGMT 201	Prin of Management	3	
Business Management – SL	4-7	MGMT 201	Prin of Management	3	
Chemistry – HL	4-7	CHEM 121/L CHEM 122/L	General Chemistry I & Lab General Chemistry II & Lab	5 5	ST, GT-SC1 & GT-SC2
		CHEM 111/L	Principles of Chemistry & Lab	4	ST, GT-SC1 & GT-SC2
Computer Science – HL	4-7	CIS	Elective	6	
Computer Science - SL	4-7	CIS	Elective	3	
Dance – HL	4-7	EXHPR	Elective	3	
Dance – SL	4-7	EXHPR	Elective	3	
Design Technology	No Credit				
Economics – HL	4-7	ECON 201 ECON 202	Prin of Macro Economics Prin of Micro Economics	3 3	SS, GT-SS1 SS, GT-SS1
		ECON	Elective	3	SS
Economics – SL	4-7	ECON	Elective	3	SS
English A Language & Literature – SL (Native Language)	4-7	ENG 101	Composition I	3	E, GT-CO1
English A Language & Literature – HL (Native Language)	7	ENG 101 &102	Composition I, Composition II	6	E, GT-CO1 E, GT-CO2 H, GT-AH2
		ENG 130 Elective	Intro to Literature Elective	3 3	
	6	ENG 101 &102	Composition I & Composition II	6	E, GT-CO1 E, GT-CO2 H, GT-AH2
		ENG 130	Intro to Literature	3	
	5	ENG 101 ENG 130	Composition I Intro to Literature	3 3	E, GT-CO1 H, GT-AH2
		ENG 101	Composition I	3	H, GT-CO1
English A Literature – HL Native Language)	7	ENG 130 ENG elective	Introduction to Literature Elective	3 9	H, GT-AH2
		ENG 130 ENG elective	Introduction to Literature Elective	3 6	H, GT-AH2
	5	ENG 130 ENG elective	Introduction to Literature Elective	3 3	H, GT-AH2
		ENG 130	Introduction to Literature	3	H, GT-AH2
English A Literature – SL (Native Language)	4-7	ENG 130	Introduction to Literature	3	H, GT-AH2
Environmental Systems – SL	4-7	BIOL 121	Environmental Conservation	3	ST, GT-SC2
Film – HL	4-7	ENG	Elective	6	
Film – SL	4-7	ENG	Elective	3	

World Language A1 – HL (Native Language)	4-7	FRN, GER, ITL, SPN	Upper Division World Language Elective	6	
World Language A1 – SL (Native Language)	No Credit				
World Language B – HL (Non-Native Language)	6-7	FRN, GER, ITL, SPN 101, 102, 201, 202, 303	Beginning I, II, Intermediate I, II & Conversation & Composition	6 6 3	H H, GT-AH4
	5	FRN, GER, ITL, SPN 101, 102, 201 & 202	Beginning I, II, Intermediate I & II	6 6	H H, GT-AH4
	4	FRN, GER, ITL, SPN 101, 102, & 201	Beginning I, II, & Intermediate I	6 3	H H, GT-AH4
World Language B – SL (Non-Native Language)	4-7	FRN, GER, ITL, SPN 101, 102	Beginning I, II	6	H
World Language AB – SL (Non-Native Language)	4-7	WL 101 WL 102	Intro Critical World Language I	3	
			Intro Critical World Language II	3	
Geography – HL	4-7	GEOG 101 GEOG 103	Physical Geography World Regional Geography	3 3	SS, GT-SS2
Geography – SL	4-7	GEOG 103	World Regional Geography	3	SS, GT-SS2
20 th Century World History & History of Africa – HL	4-7	HIST	Elective	6	HS
20 th Century World History & History of the Americas – HL	4-7	HIST 201 & 202	U. S. History I & II	6	HS, GT-HI1
20 th Century World History & History of Asia/OCE – HL	4-7	HIST	History General Education	6	HS, GT-HI1
20 th Century World History & History of Europe/ M.E. – HL	4-7	HIST 111 HIST	World History since 1500	3	HS, GT-HI1
			Elective	3	
20 th Century World History – SL	4-7	HIST 111	World History since 1500	3	HS, GT-HI1
History of Europe and the Islamic World – HL	4-7	HIST	History General Education	6	HS, GT-HI1
History of Europe and the Islamic World – SL	4-7	HIST	Elective	6	HS
Information Technology– SL	4-7	CIS	Elective	3	
Latin – Higher or SL	4-7	WL 101	Intro to a Critical Wrld Language I	3	H
Math Studies – SL	4-7	MATH 121	College Algebra	4	M, GT-MA1
Mathematics – HL	4-7	MATH 126 MATH 224	Calculus & Analytic Geometry I	5	M, GT-MA1
			Calculus & Analytic Geometry II	5	
Mathematics – SL	4-7	MATH 126	Calculus & Analytic Geometry I	5	M, GT-MA1
Math (Further) – SL	4-7	MATH 109	Mathematical Explorations	3	M, GT-MA1
Music – HL	4-7	MUS 118 MUS 150	Music Appreciation	3	H, GT-AH1
			Music Theory I	3	
Music – SL	4-7	MUS 118	Music Appreciation	3	H, GT-AH1
Music Performance–SL	4-7	MUS 118	Music Appreciation	3	H, GT-AH1
Philosophy – HL	4-7	PHIL 102 Elective	Philosophical Literature	3	H, GT-AH3
			Elective	3	
Philosophy – SL	4-7	PHIL 102	Philosophical Literature	3	H, GT-AH3
Physics – HL	4-7	PHYS 201/L PHYS 202/L	Principles of Physics I & Lab	4	ST, GT-SC1 & GT-SC2
			Principles of Physics II & Lab	4	
Physics – SL	4-7	PHYS 140/L	Light, Energy, and the Atom & Lab	4	ST, GT-SC1 & GT-SC2

Academic Policies

Psychology – HL	4-7	PSYCH 100 Elective	General Psychology Elective	3 3	SS, GT-SS3 SS
Psychology – SL	4-7	PSYCH 100	General Psychology	3	SS, GT-SS3
Theatre – HL	4-7	Humanities	General Education Humanities Elective	6	H, GT-AH1
Theatre – SL	4-7	Humanities	General Education Humanities Elective	3	H, GT-AH1
Visual Arts – HL	4	ART 100	Visual Dynamics	3	H, GT-AH1
	5-7	Art 100 Elective	Visual Dynamics Elective	3 3	H, GT-AH1
Visual Arts – SL	4-7	ART 100	Visual Dynamics	3	H, GT-AH1
World Religions – SL	4-7	PHIL 120	Islam and Non-Western Religions	3	H, GT-AH3

KEY:

Gen Ed Group= General Education Category
 E=English
 H=Humanities
 HS=History
 M=Math
 SS=Social Science
 ST=Science & Technology

GT Pathways= Colorado Guaranteed Transfer Pathways
 GT-AH= Arts & Humanities
 GT-CO= Composition
 GT-HI= History
 GT-MA= Mathematics
 GT-SC= Science
 GT-SS= Social Sciences

SPECIAL ACADEMIC PROGRAMS AND SERVICES

SPECIAL ACADEMIC PROGRAMS

UNIVERSITY STUDIES

The University Studies Program offers students opportunities to take courses in areas generally not available through the University's departmental structures. These include such interdisciplinary programs as the First-Year Experience, as well as individual courses that will contribute to the student's University education but are not available through other departments or programs.

CENTER FOR TEACHING AND LEARNING

Director: Dr. Donna Souder

The Center for Teaching and Learning (CTL) Courses offer students and faculty the opportunity to engage in topics that are at the forefront of our diverse faculty's research interests. Conducted in a seminar-style setting, instructors will provide an overview of the subject and present their scholarly work and related research innovations. Seminarians will be able to not only learn about the topic, they will be encouraged to engage, with each other and with the instructor. CTL Courses encourage a multidisciplinary examination of issues and topics by community members, faculty, and students from across the university. The goals of CTL Courses are to focus the many intellectual perspectives and resources of CSU-Pueblo on the study of important topics and to enact a sense of common purpose across the diverse communities at CSU-Pueblo. These classes are offered to all students: undergraduate, graduate, and professional. Community members may audit these courses for a lowered tuition cost and a certificate of completion; faculty and staff are invited to apply to audit these courses, as room is available, at no cost as ongoing efforts to support professional development utilizing resources readily available on our campus.

COMMUNITIES TO BUILD ACTIVE STEM ENGAGEMENT

Director: Dr. Brian Vanden Heuvel

Communities To Build Active Stem Engagement (CBASE) Courses are designed to work in conjunction with and provide support to students within the CBASE program and to meet the goals of CBASE, specifically to provide: 1) students with a support network within their research community, and 2) an opportunity to learn, develop, and receive feedback on their scientific growth throughout the CBASE program. These courses are intended to familiarize students with the scientific process (including research development, scientific inquiry, written and oral dissemination of research, experimental design and implementation), and provide students with academic

support and mentoring throughout their undergraduate career in the STEM community.

PRESIDENT'S LEADERSHIP PROGRAM

Director: Shelly Moreschini

The President's Leadership Program (PLP) at Colorado State University-Pueblo is a competitive, cohort-based, multidisciplinary program with a strong experiential emphasis that leads to a minor in Leadership Studies. The curriculum includes a core of five three-credit-hour courses and a minimum of three credit hours of approved elective courses selected from leadership-related courses offered on campus.

The vision of the President's Leadership Program is to create multiculturally-competent transformational leaders who will serve the communities in which they live and work. Crucial to the development of participants' leadership skills and practices are the acquisition of intercultural competence, social consciousness and civic responsibility, as well as ethical and altruistic attitudes and behaviors.

Potential scholars must be admitted to Colorado State University-Pueblo as full-time students. Applications to the PLP must demonstrate academic excellence, leadership potential, and community service experience. Throughout their time in the program, PLP scholars may be eligible for scholarship consideration and/or financial assistance, based on merit and program participation.

President's Leadership Program Goals

- To provide a sequence of courses and professional placements centered in the concept of transformational leadership.
- To offer challenging experiential opportunities for students in diverse leadership settings.
- To showcase individual student interests and goals through mentorship, personal development strategies, and internship placements.

Requirements for PLP Scholars

Students must remain in good academic standing within the program, maintaining a minimum cumulative grade point average of 3.000. Program participants are expected to be involved in extra-curricular activities on campus and in the community, and must adhere to the PLP Standards and Expectations, as outlined in the PLP Student Handbook distributed at the Scholar Orientation and Retreat each August. All students are expected to volunteer 30 hours of community service each semester.

Student Learning Outcomes

Scholars in the President’s Leadership Program will complete the minor in Leadership Studies. Through this minor program, students will focus on six learning outcomes as described below:

- **Self-Leadership:** PLP scholars will understand, synthesize, and evaluate their personal readiness for leadership by communicating effectively through written and oral means as measured by course assignments and a final portfolio.
- **Ethics:** PLP scholars will manifest an understanding of leadership ethics and service to others, and illustrate, analyze and assess ethical behaviors as demonstrated in written work and oral presentation.
- **Leadership Theory:** PLP scholars will describe, apply and criticize major leadership theories, and will be prepared to assess their own leadership qualities in relation to theoretical principles.
- **Critical Thinking:** PLP scholars will understand the methods and skills needed for critical thinking and decision-making and be prepared to interpret situations and cases beyond surface arguments.
- **Problem Solving:** PLP scholars will apply problem-solving skills through faculty-directed classroom project assignments and by taking on volunteer and community service projects.
- **Civic Engagement:** PLP scholars will understand the importance of civic engagement and community activism as measured through volunteerism, community and campus service, team projects and class assignments.

Outcomes Assessment Activities

Assessment of the Leadership Studies minor is the responsibility of the PLP faculty, staff, and students. The following tracking processes are in place to gather information and evaluate student progress in the following ways:

- Course syllabi, sample project portfolios and presentations, and related survey data will remain on file in the office of the President’s Leadership Program for use in appropriate assessment activities.
- The executive director and academic director routinely advise students on the Leadership Studies minor and maintain academic records and progress reports on current minors.
- PLP students participate in nationally-normed standardized testing.
- Scholar reports and portfolios are reviewed on a semester by semester basis to determine levels of learning outcome success.
- Students are asked to evaluate all minor courses, serve on PLP committees, and to serve on focus

- groups to provide feedback and input for PLP activities.
- Student volunteer service hours are tracked, reviewed, and analyzed each semester.
- PLP faculty and students participate in Colorado Leadership Alliance activities to ascertain best practices and to arrange leadership activities for students in the statewide organization. PLP faculty members affiliate with the Association of Leadership Educators.

Program Admissions

The PLP focuses on first-time, full-time students who meet the minimum program admission requirements and must submit all of the components of the application, which includes:

- PLP Application Form (available online).
- Essay on a Leadership Topic (see application form).
- Resume (including personal objectives, education, work experience, school and community leadership experiences, honors and awards).
- Two letters of recommendation from professionals (teachers, principals, pastors, employers, etc.).
- Copy of Official High School Transcript.

All application information is available on the PLP website. Students who have been accepted into other college-level leadership programs, and wish to transfer into CSU-Pueblo’s PLP must apply through the Director. All applicants are interviewed by a PLP Selection team and are accepted at the discretion of this committee based on the admissions criteria.

Timelines

To meet the preferred deadline, application materials must be received by **March 1st**. The applications will be screened and interviews with the Selection Committee will be scheduled.

Leadership Studies Minor

(Prerequisite: Acceptance into President’s Leadership Program)

Requirements:

Courses	Titles	Credits
PLP 160	Principles of Leadership.....	3
PLP 260	Leadership in Service Organizations.....	3
PLP 360	Applied Leadership	3
PLP 460	Working with Experienced Leaders.....	3
	OR	
PLP 489	Field Placement in Leadership.....	3

COMR 103	Speaking and Listening.....3 (or an equivalent college-level public speaking course)	
Approved Electives (minimum).....3		
	TOTAL	18

Students may choose from the following electives to complete the minor in Leadership Studies. Students are encouraged to diversify their course selections. **Only one course may count in both the student’s major and the Leadership Studies minor.** Special topics courses related to leadership and new courses approved in other disciplines may also be approved on a case by case basis. Students should check with the PLP Academic Adviser for a current roster of specific additions. (In some cases, prerequisites or permission of instructor may be required for enrollment. See *Course Descriptions* section of catalog for information and requirements about all courses.)

Courses	Titles	Credits
BUSAD 270	Business Communication	3
BUSAD 302	Ethics in Business.....	3
EXHP 436	Exercise Assessment	3
MCCNM 370	Non-Profit Organizations and Communication.....	3
MGMT 201	Principles of Management	3
MGMT 301	Organizational Behavior	3
PHIL 201	Classics in Ethics.....	3
PHIL 204	Critical Reasoning.....	3
POLSC 405	The American Presidency.....	3
PSYCH 311	Theories of Personality.....	3
PSYCH 315	Industrial/Organizational Psychology....	3
PSYCH/ SOC 352	Social Psychology.....	3
REC 270	Outdoor Leadership I.....	2
REC 350	Leadership and Ethics	3
REC 370	Outdoor Leadership II.....	2
SOC 432	Organization Theory	3
PLP 491	Special Topics	3

The President’s Leadership Program staff recommends at least one course focusing on the issues of diversity, either as a general education offering or as it relates to leadership, to prepare students for leadership in a multicultural world. Considering the benefits of a multidisciplinary education, students should select electives from more than one discipline.

UNIVERSITY HONORS MINOR PROGRAM

Director: Dr. Fawn-Amber Montoya

The University Honors minor at CSU-Pueblo provides high-achieving students with enhanced learning opportunities to stimulate their engagement and development, both within an intellectual community of scholars, and as citizens of the wider university community

and the world. The Honors minor curriculum provides students with special opportunities for interaction with faculty in thought-provoking seminars and intensive guided research, as well as experiential and service-learning projects.

Program Goals

- To provide opportunities for enriched work for high-achieving students.
- To offer small classes that permit challenging study of advanced material and increased interaction with faculty who will serve as academic and pre-professional mentors.
- To provide students with an interdisciplinary approach to academic research through seminars and experiential learning, culminating in individual projects supervised by faculty.

Expected Student Learning Outcomes

Honors Program students should be able to:

- Formulate and develop arguments with sufficient support, including reasoning, evidence, persuasive appeals, and proper attribution.
- Integrate knowledge from diverse perspectives, disciplines, and skill sets, both theoretical and applied, to hone them into arguments and/or strategies.
- Apply discipline-specific as well as cross-discipline-based knowledge to design, execute, and report on a specific problem-solving strategy.
- Make substantial leadership contributions to advancing personal and group work.
- Behave ethically as demonstrated in all performance categories, including classroom, extracurricular, community-based service learning, and independent research areas.

Program Admission Requirements

Criteria for admission to the CSU-Pueblo University Honors Minor Program:

- 1) **Incoming freshmen** to Colorado State University-Pueblo are encouraged to apply for the Honors Program if they graduated high school with a GPA of 3.8 or a minimum combined ACT score of 26, or a minimum combined SAT score of 1200. An index system determines final eligibility.
- 2) **Undergraduate transfer students and current CSU-Pueblo undergraduate students** with a minimum grade point average of 3.5 are encouraged to apply for membership in the Honors Program. Two letters of recommendation from faculty members addressed to the Honors Program Director are also required.

- 3) **Admission of non-honors students** into honors courses is at the discretion of the faculty member teaching the course, with the approval of the Honors Director. Non-honors students may enroll in a maximum of two honors courses. They may, however, apply for admission to the Honors Program if their overall grade-point average and their honors coursework are commensurate with the general standards for admission.

General Requirements

- University Honors Minor Program students must maintain a 3.5 cumulative GPA at CSU-Pueblo to remain in good standing in the program. Students who do not meet the requirement will receive a single one semester probation period permitted before they are removed from the program and forfeit program awards. Students must maintain appropriate Honors standards as well, and may also be removed from the program by the Honors Director, in consultation with the Honors Steering Committee, for failing to uphold other Program commitments (e.g., failing Honors courses, failing to attend Honors seminars, and inappropriate behavior on service-learning assignments). To receive program credit, each required Honors Minor course must be passed with a B (3.0) or better.

Honors Minor Requirements

Courses	Titles	Credits
HONOR 101	Foundations of Knowledge	1
HONOR 101L	Foundations of Knowledge Lab	1
HONOR 201	Art and Science of Human Experience.....	2
Honors General Education Courses.....		6
Honors Upper Division Course.....		3
(requires Honors Director approval)		
HONOR 310	Honors Group Project.....	3
HONOR 380	Honors Service-Learning.....	2
(1 cr. taken twice for total of 2 cr.)		
HONOR 481	Senior Honors Thesis	3
<hr/>		
TOTAL		21

Outcomes Assessment

Assessment for Honors seminars is based on short research papers each semester involving the use of academic resources and material covered by seminar speakers. Assessment of service learning experiences is based on journals submitted by students and on evaluations provided by site supervisors. Assessment of Honors courses and supervised research will be conducted by the faculty supervisor in the appropriate academic department. An assessment plan is on file with the University and will be updated annually.

Contact Information

Contact the University Honors Program for further information at: (719) 549-2429.

CSU-PUEBLO ONLINE

In Spring 2016, CSU-Pueblo offered its first online degree completion program through CSU-Pueblo Online, the bachelor’s degree in construction management. The Bachelor of Science degree in Construction Management, <http://csupuebloonline.co/academic-programs/construction-management/>, combines skill sets obtained through course work in Civil Engineering Technology and business combined with construction management courses to prepare students for the fast-paced construction industry. The program provides students with industry current and relevant skills necessary to manage construction-related projects. The program composition enables the student to work in heavy-civil infrastructure or commercial-residential-industrial projects. The online model offers students the opportunity to retool or work on career advancement without having to return back to the campus environment. The online degree is flexible and convenient by design. With CSU-Pueblo Online, students can take classes without fixed schedules, available to you 24 hours a day, 7 days a week, anywhere that you have internet access. Courses are offered in eight-week modules, allowing you to earn your degree at your own pace, on your own terms. CSU-Pueblo Online offers one tuition rate, regardless of your location, which is locked in for the entire sequence of courses taken for a degree provided the student is making adequate academic progress. Please contact CSU-Pueblo Online for current tuition rates. Tuition discounts are available for those military service members who qualify.

Contact Information:

Website: <http://csupuebloonline.co>
 Email: admissions@csupuebloonline.co

COOPERATIVE EDUCATION

Cooperative education provides an educational plan in which periods of study and periods of career-related work are combined in one program, individualized for each student. Students earn a salary and acquire academic credit in their majors while experiencing, on a temporary basis, their chosen career.

The experience gives cooperative education students an opportunity to become well-acquainted with the employer which, in many cases, leads to permanent placement upon graduation. All cooperative programs are administered by the academic departments.

UNIVERSITY PROGRAMS AND SERVICES

ATHLETICS

The Colorado State University-Pueblo Athletic Department offers 22 varsity intercollegiate sports, which compete at the NCAA Division II level.

For the women, CSU-Pueblo offers golf, soccer, basketball, tennis, volleyball, softball, cross-country, indoor track & field, outdoor track & field, lacrosse, swimming, and diving.

On the men's side, the ThunderWolves compete in soccer, basketball, baseball, tennis, golf, football, wrestling, lacrosse, cross country, indoor track & field, and outdoor track & field.

CSU-Pueblo is a member of the Rocky Mountain Athletic Conference (RMAC) which consists of 16 member institutions throughout the states of Colorado, New Mexico, South Dakota, Nebraska, and Utah.

Pack Athletics have won two team national championships, 79 RMAC championships, 93 national tournament appearances, eight regional tournament championships and 35 team top ten finishes. CSU-Pueblo has also crowned 222 All-Americans, of which 75 have been named in the past 12 years.

For more information, please visit the CSU-Pueblo athletics website at <http://www.gothunderwolves.com>.

Rawlings Outdoors Sports Complex

Colorado State University-Pueblo's Rawlings Sports Complex houses the CSU-Pueblo baseball, softball, men's and women's soccer, and men's and women's lacrosse programs.

The Rawlings Sports Complex features a 2,500-seat baseball facility, Rawlings Field, and the four-diamond Rawlings Softball Complex, as well as the Art & Lorraine Gonzales Soccer/Lacrosse Complex. The areas are used by sports teams for training and for use by student and public groups.

Neta and Eddie DeRose ThunderBowl

Home of CSU-Pueblo's football and men's & women's track and field programs, the ThunderBowl features 6,500 seats, a synthetic turf field, a ten-lane all-weather track, throwing, jumping and pole vault areas, as well as a 27,000 square-foot field house, which includes a 10,000 square-foot strength and conditioning complex, The Leomiti Warrior Center for all 22 of CSU-Pueblo's intercollegiate athletics programs, team meeting areas, student-athlete study-areas and lounges, and track and

football coaches' offices.

Massari Arena

Massari Arena seats 3,900 fans and is the home of CSU-Pueblo men's and women's basketball, wrestling, and volleyball programs. The arena includes one section of premium chair back seating and a luxury box overlooking the arena, dubbed "The Wolf Pack Room".

CENTER FOR ACADEMIC ENRICHMENT

Academic Improvement Program

The Academic Improvement Program helps students on academic probation develop an individualized plan for improving their academic standing. Contact us in LARC 151 or call (719) 549-2584.

First-Year Student Advising

All first-year, first-time students are advised through the Center for Academic Enrichment. The First-Year Advising program advises and orients new students during their first year in college. This program advises students for appropriate course selection and gives students the information and guidance they need to be successful college students. The Center for Academic Enrichment is located in the Library and Academic Resources Center (LARC), Room 151, and can be reached by phone at (719) 549-2584. Also, look on the web at <http://www.csupueblo.edu/center-for-academic-enrichment/index.html>.

Undeclared Academic Advising for Continuing and New Transfer Students

The Center for Academic Enrichment Academic Advisor works with new transfer and continuing students who are undeclared, students changing their major and undeclared students interested in exploring majors and learning how majors connect to careers. The advisor also assists students with course selection and registration. Undeclared advising is located in LARC 151. To schedule an appointment call: (719) 549-2584.

Gen Ed Tutoring Center

The Gen Ed Tutoring Center provides individual and group tutoring for general education courses in humanities, history, and social sciences as well as ENG 099, ENG 111, and RDG 099. For more information visit us in LARC 251 or call us at (719) 549-2901.

Writing Room

The Writing Room provides an inviting atmosphere where students can receive advice and positive feedback on any

type of writing from research papers, letters, and writing assignments to poetry and fiction. Visit us in LARC 251, online at <http://www.csupueblo.edu/owl>, or call us to make an appointment at (719) 549-2901.

CENTER FOR INTERNATIONAL PROGRAMS

The Center for International Programs (CIP) is responsible for the recruitment, admission, enrollment, and retention of international students at CSU-Pueblo. Some of the services provided are: housing placement, airport pick-up, student orientations, cultural activities, Bureau of US Immigration Services (USCIS) advising, assistance with academic concerns, and English tutorial services. All services are free of charge.

CIP staff maintains an open door policy, ensuring that every international student has an opportunity to be heard and helped when needed. Typically, there are at least 40 countries represented during any given term. Student academic success within the entire international population is the primary goal.

- **Orientation:** All new international students to CSU-Pueblo are required to participate in a two-day mandatory orientation upon arrival. During orientation, new students will be administered English, math, and reading placement exams. Results will indicate registration into the appropriate course(s) and do not interfere with admission to the University.
- **Activities:** International students are encouraged to participate in all activities offered by CSU-Pueblo. In addition, the CIP hosts individual events throughout the academic year. Annual events include the welcome and graduation parties, the International Extravaganza, holiday celebrations, and other cultural programs.
- **English Language Institute:** The ELI of CSU-Pueblo, an Extended Studies program, offers those lacking English proficiency a way to become proficient for entrance into university level coursework. ELI provides high quality English instruction in a fully-integrated university setting. Students are offered conditional letters of acceptance into regular major programs, pending proof of language proficiency. Contact: intprog@csupueblo.edu for further information.
- **Sports:** International students are encouraged to participate in collegiate and intramural sports offered at CSU-Pueblo. In addition, the CIP supports and organizes informal sporting teams as desired.
- **English Tutoring:** All international students are able to obtain free tutoring, as needed, in the area of language skill development. Individual and group appointments can be made accordingly in the CIP. Other academic tutoring is available across campus in various academic subjects.

The CIP is also the origination point for those CSU-Pueblo students interested in Study Abroad and Student Exchange Programs. Such opportunities allow CSU-Pueblo students to study in accredited universities throughout the world.

National Student Exchange (NSE)

National Student Exchange (NSE) is a program of over 200 colleges and universities that assist undergraduate students in attending American universities in almost every state and several U.S. territories for up to one year.

Instead of crossing oceans, NSE students cross state, regional, provincial, and culture borders.

Federally-funded financial aid may be used by eligible Study Abroad/NSE participants enrolling at U.S. member colleges and universities.

Interested students can contact the Center for International Programs (CIP) and speak with the NSE coordinator, who will assist you in finding the right university with the right combination of courses, facilities, and environment to meet student's academic, personal needs, and interests. The CIP is located in the OSC, Suite 106. Phone: (719) 549-2329/or 549-2764.

Study Abroad Programs

Colorado State University-Pueblo values the benefit of an education that includes international experiences. Consequently, the University encourages students with second language proficiency, when appropriate, to enroll in the CSU-Pueblo Study Abroad Program. Students wishing to increase cultural awareness, second language proficiency or competency in subjects offered in international settings, are encouraged to contact the CIP. Study abroad opportunities for CSU-Pueblo students are presently available in accredited universities in: France, Germany, Italy, Korea, Mexico, the Czech Republic and Thailand. Some schools teach in English; therefore, second language proficiency may not be required.

For more information call (719) 549-2329, e-mail: intprog@csupueblo.edu or visit the CIP website at <http://www.csupueblo.edu/InternationalPrograms>. Contact may be made directly with the study abroad coordinator by visiting Suite 106 in the Occhiato Student Center.

EXTENDED STUDIES

The University makes available a broad array of credit and non-credit courses, seminars and workshops through Extended Studies. Some programs are offered on campus and others at off-campus sites more convenient to persons living outside of Pueblo.

Off-campus instruction sites include the Tower Location in Colorado Springs and Fort Carson.

Both degree- and non-degree seeking students may participate in Extended Studies programs. (Only degree-seeking students are eligible for financial aid.) Persons desiring classification as degree-seeking students in the External Degree Completion Program must fill out the External Degree Completion Application. Credit courses taken through the Colorado State University-Pueblo Extended Studies program have the same credit value as those conducted on campus and may be used in meeting the institutional residency requirement.

A primary aim of Extended Studies is to provide courses to part-time students. A variety of educational methods – classroom instruction, correspondence courses, on-line courses, conferences, workshops and seminars – are utilized to expand educational access and meet the needs of students at convenient times and settings. Students may earn academic credit toward a degree, study for career advancement, or pursue cultural and avocational interests.

Extended Studies courses are of varied lengths. Intensive classes usually are held in the evening or on weekends for the convenience of working students. Independent study courses offer students the opportunity to complete print-based courses at their own pace over a six month time period. Although the majority of course offerings are initiated by the University, courses may originate through requests by individuals and interested groups. Such special request courses may take place either on or off campus.

Extended Studies also administers programs in partnership with high schools through the High School University Bridge (HUB) programs. These programs include Senior to Sophomore and Concurrent Enrollment. The Senior to Sophomore (STS) program enrolls eligible high school students in dual-credit courses which are delivered by highly qualified teachers on the high school campus. The Concurrent Enrollment program enrolls eligible Colorado high school students in college credit courses in accordance with Colorado Concurrent Enrollment policy. These courses may be offered on or off campus. Student enrolled in the High School University Bridge (HUB) programs are not eligible for Financial Aid, however, some students may receive financial assistance from their home high school.

In-house training programs, administered under the Conference and Short Courses Program, are available to meet the ever-changing needs of business and industry. The programs can be designed to meet the specific needs of an organization and may be presented at the company site or, if requested, at the University. Similar services are

available to school districts in partnership with the Teacher Education Program.

For more information contact Extended Studies: phone 1-800-388-6154, or at our website: <http://extendedstudies.csupueblo.edu>.

CSU-PUEBLO BOOKSTORE

Due to the renovation of the Occhiato University Center in 2017 and early 2018, the Colorado State University-Pueblo Bookstore's entrance is conveniently located on the south side of the Occhiato University Center and is open to the campus community and to the general public throughout the year. The bookstore's essential role is to serve as the primary academic bookseller and provider of supplies for students and the campus in support of the academic programs and events of the University community. Regular bookstore hours are Monday-Friday from 8:00 a.m. to 5:00 p.m. Extended store hours for the Textbook Rush period are posted at the beginning of the Fall and Spring semesters.

The CSU-Pueblo Bookstore carries a variety of products including textbooks and course materials, general books, office and art supplies, laptops, officially licensed ThunderWolves apparel and gifts, and assorted food and snack products. Computer software at educational prices is available to students, faculty, and staff. Various sales and special events are held in the bookstore throughout the year. ThunderWolves apparel, gifts, and souvenirs are available at the Neta & Eddie DeRose ThunderBowl for all home football games and at the Massari Arena for many other Game Day sports events. Customers may take advantage of convenient 24/7/365 shopping online through the bookstore website at: <http://www.csupueblobookstore.com>.

To help keep educational expenses down, the bookstore staff aggressively seeks as many used textbooks as possible to offer students for their courses. The store conducts several on-campus buybacks throughout the year and online through its website. Textbook buybacks give students a financial return for their unwanted textbooks, and recycles these books both on campus and in the general college store market.

Dates when students can charge their textbooks to their student accounts are published on the bookstore website and in PAWS. Visa, MasterCard, Discover, debit cards, and charges to Student Accounts may be used at the bookstore and online when making purchases. Current students, faculty, and staff may load their campus ID card with ThunderBucks that can be used at the bookstore and get a 10% discount on many items (textbooks, software, calculators, and markdowns are excluded).

We invite you to visit the bookstore in person, to contact

us at (719) 549-2146 during our regular store hours, and to email us anytime at: csu-pueblobookstore@csupueblo.edu.

FOOD SERVICE LOCATIONS

Campus food services are located in several areas on campus for your convenience. They are as follows:

Due to construction and renovation of the Occhiato University Center in 2017-2018, the hours and location of the PackCafé may be adjusted. Please call Auxiliary Services at 719-549-2149, if you have any questions.

PackCafé's entrance is located on the North East side of the Occhiato University Center. This location is the main dining operation for residential students dining on a meal plan. It is also open to the public for a one time door rate. It is open for service during the operating hours below.

Monday thru Friday

Breakfast 7:15 a.m. - 9:30 a.m.
Continental 9:30 a.m. - 11:00 a.m.
Lunch..... 11:00 a.m. - 2:30 p.m.
Late Lunch..... 2:30 p.m. - 5:00 p.m.
Dinner..... 5:00 p.m. - 7:15 p.m.

Saturday and Sunday

Brunch 10:30 a.m. - 1:30 p.m.
Dinner..... 5:00 p.m. - 6:30 p.m.

The Pavilion is located just west of the Hasan School of Business. This location serves as a “grab-and-go” for food and drink. The hours of operation are Monday through Friday, 7:30 a.m. - 1:30 p.m.

The Bistro is located on the main level of the Culebra Residence Hall on the north side of campus. Mondo Sub Sandwiches, bagels, coffee, late night snacks and other grab-and-go favorites are offered daily. The hours of operation are as follows:

Monday thru Thursday..... 7:00 a.m. - 12:00 a.m.
Friday..... 7:00 a.m. - 10:00 p.m.
Saturday & Sunday..... 6:00 p.m. - 10:00 p.m.

Café Libro is located on the main level of the LARC on the west side of campus. They offer made-to-order coffees, drinks, and grab-and-go food items. The hours of operation are as follows:

Monday thru Thursday..... 7:00 a.m. - 9:00 p.m.
Friday..... 7:00 a.m. - 4:00 p.m.
Saturday 10:00 a.m. - 4:00 p.m.
Sunday 1:00 p.m. - 9:00 p.m.

Café in the General Classroom Building (GCB) is located on the main level of the General Classroom Building (west side of campus). They offer made to order coffees, drinks, and grab-and-go foods. The hours of operation are as follows:

Monday thru Friday..... 7:30 a.m. - 1:30 p.m.

ROCKY MOUNTAIN PBS/KTSC-TV

KTSC-TV is a non-commercial, public television station housed in the Buell Communications Center on the campus of Colorado State University-Pueblo. KTSC is the regional affiliate of Rocky Mountain PBS, a statewide PBS-member network serving 99% of Coloradans with stations in Pueblo, Denver, and Grand Junction along with the Tim Gill Center for Public Media in Colorado Springs. Each year more than 8 hours of local programming is produced out of the studio at CSU-Pueblo. Through a unique relationship between CSU-Pueblo and Rocky Mountain PBS, students engage in hands-on learning through the production of local educational programs such as Matchwits, and Super School News.

MATH LEARNING CENTER

The Math Learning Center (MLC) at CSU-Pueblo gives students a place to work in a collaborative and supportive environment. The MLC, located in PM 132, is open each semester Monday through Friday. At the MLC students receive assistance from fellow students who are also trained tutors. Our tutors can help students in classes ranging from elementary algebra to statistics and calculus. The center is also the home of a computer laboratory dedicated to math students working online homework assignments. The MLC also provides a calculator rental program, where students can rent a graphing calculator for use in their math classes during the semester. The MLC provides CSU-Pueblo students a place and a plan for success in college level and developmental math classes. For more information, call the Math Learning Center Coordinator at (719) 549-2271

OCCHIATO STUDENT CENTER

The Occhiato Student Center ascribes to the “Role of the College Union” developed by the Association of College Unions International which states that:

- 1) The union is the community center for the college, for all members of the college family - students, faculty, administration, alumni, and guests. It is not just a building: it is also an organization and a program. Together they represent a well-considered plan for the community life of the college.
- 2) As the “living room” or “hearthstone” of the college, the union provides for the services, conveniences, and amenities the members of the college family need

in their daily life on campus and for getting to know and understand one another through informal association outside the classroom.

- 3) The union is part of the educational program of the college. As the center of college life, it serves as a laboratory of citizenship, training students in social responsibility and for leadership in our democracy. Through its various boards, committees, and staff, it provides a cultural, social, and recreational location aiming to make free-time activity a cooperative factor with study in education. In all its processes it encourages self-directed activity, giving maximum opportunity for self-realization and for growth in individual social competency and group effectiveness. Its goal is the development of persons as well as intellects.
- 4) The union serves as a unifying force in the life of the college, cultivating enduring regard for and loyalty to the college.

The Occhiato Student Center is operated by the department of Auxiliary Services. Auxiliary Services is open from 8:00 a.m. to 5:00 p.m. Monday through Friday.

Identification Cards

All students enrolled must purchase an ID card also called the ThunderCard in the Auxiliary Services Office located in the Occhiato Student Center. The office is open Monday through Friday, from 8:00 a.m. to 5:00 p.m. Please contact Auxiliary Services office for the fee structure for new IDs, replacement IDs, or reactivation of an old ID card. In addition the ThunderCard may be used to add "ThunderBucks" to the card (like a declining balance debit card) which can be purchased and placed on your ThunderCard. Thunderbucks can be used for purchases of food items at any food service location on campus plus you receive a 10% discount and pay no sales tax on the food purchased. In addition you may use your ThunderCard to purchase anything needed in the University Bookstore (there is a 10% discount on all items except textbooks and computer software and sale items). The staff in the Auxiliary Services Office would be happy to give you more detailed information on these items.

Lost and Found

Auxiliary Services is the central Lost and Found for the campus. If you have lost something please stop by our office located in the Occhiato Student Center or contact us at (719) 549-2149.

Parking Permits

All students needing to park a vehicle on campus are required to purchase an annual parking permit for their vehicle or motorcycle. Students are encouraged to purchase their parking permit at the beginning of each

academic year (August) since parking rules are enforced by the Pueblo County Sheriff's Office located on the CSU-Pueblo Campus. Permits can be purchased in the Auxiliary Services Office and the Cashier's window throughout the year. Students living in Belmont Hall, Crestone Hall, Culebra Hall, and Greenhorn Hall will be provided special resident permits. They may park in residence hall parking lots as well as any other General Student Lots. Students living at University Village at Walking Stick must obtain a permit that allows them to park in the lots at University Village at Walking Stick as well as any other General Student Lots.

THE UNIVERSITY LIBRARY

The University Library supports teaching and learning by providing information services to students, faculty, staff and patrons throughout the city and region.

Library faculty and staff assist patrons in learning how to find and utilize print and electronic books and journals, internet sources, audiovisual materials, and government documents through instruction for individuals, small groups or formal classes. Staff also prepares subject guides for classes and arranges interlibrary loans. Librarians are available by phone, email, text message, chat, or in person to answer questions.

Approximately 350,000 titles are available. The library's website provides access to over 100 online databases with reference information and journal articles, as well as web-based tutorials and help guides.

The University Library is a designated selective depository for U.S. Government documents. Special collections include the University Archives; the Colorado Chicano Movement Archives; the Ruben Archuleta Collection; papers of Vincent Massari, former state senator; the Alva Adams family papers; Tobie Hopkins Black Literature; the Ralph Taylor Southwest collection, and the Edward O'Brien Western collection.

The University Library is located in the Library and Academic Resources Center (LARC) which opened in the spring 2011. The LARC includes technology study rooms and open computer labs that provide access to 100 desktop computers as well as laptops and iPads. Tutoring, advising, and other academic support services are also housed in the LARC.

VEHICLE PARKING PERMITS

Students who park their vehicles on campus must display a valid permit. Permits may be obtained at the Cashier's window or Auxiliary Services. Each student should purchase either a University Village at Walking Stick, Resident or General Student permit, depending on his/her housing situation. Students may be eligible to charge a

permit to their student accounts prior to financial aid disbursement. Student permits expire on August 31st every year.

GRADUATE PROGRAMS

GRADUATE POLICIES AND PROCEDURES

GRADUATE ADMINISTRATION

Graduate programs and curricula at Colorado State University-Pueblo are developed by the faculty and administration in the instructional colleges and schools and are administered by graduate program directors or coordinators with the assistance of the Provost/VPAA and the Vice-President of Enrollment Management and Student Affairs. Academic policies affecting graduate programs and courses are reviewed by the University Graduate Studies Board and governed by the Faculty Senate.

GRADUATE DEGREE PROGRAMS

Colorado State University-Pueblo offers selected graduate courses and programs for degree-seeking and non-degree students. Graduate degrees are offered in Biology (MS), Biochemistry (MS), Chemistry (MS), Engineering (MS), Industrial and Systems Engineering (MSISE), Business Administration (MBA), Education (M.Ed.), English (MA), and Nursing (MS).

3+2 Programs

The following master's degrees can be completed in conjunction with 3+2 programs (options to complete undergraduate and graduate degrees simultaneously): Biology, Biochemistry, Business Administration, Chemistry, and English. For more information, please see the "Joint 3+2 Undergraduate and Graduate Degrees" section of this catalog, under *Academic Policies*.

GRADUATE ADMISSIONS POLICIES AND PROCEDURES

A student who has received a baccalaureate degree from an accredited institution and who wishes to begin a graduate program must submit the following items to the Office of Admissions, Colorado State University-Pueblo, 2200 Bonforte Boulevard, Pueblo, Colorado, 81001-4901. The following items shall constitute the admission file for each applicant:

- 1) A completed application for admission to graduate programs of Colorado State University-Pueblo and an application fee of \$35. The fee is non-refundable and is not applicable towards tuition. An application form may be obtained by writing the CSU-Pueblo Office of Admissions, by telephoning (719) 549-2462, or online at <http://www.csupueblo.edu>.
- 2) Official transcripts of all college and university work must be sent directly to the Office of Admissions by each institution attended. Records received directly

from students may be used for advisement purposes only.

- 3) An official score from the appropriate standardized admission exam must be provided. See specific programs for required exam(s) and scores.
- 4) For international students whose native language is not English, a minimum score of 500 on the Test of English as a World Language (TOEFL) paper-based exam, a minimum score of 173 on the TOEFL computer-based exam, a minimum score of 61 on the TOEFL internet-based (iBT) exam, a minimum score of 80 on the Michigan Test of English Proficiency, or a minimum band score of 5.5 on the International English Language Testing System (IELTS) test is required for admission. However, a minimum score of 550 on the TOEFL paper-based exam, a minimum score of 213 on the TOEFL computer-based exam, a minimum score of 79-80 on the TOEFL internet-based (iBT) exam, or a minimum band score of 6.0 on the IELTS is required for the Master in Business Administration (MBA), and the Master of Science with a major in Nursing. Students who complete an undergraduate degree at an institution in the United States are exempt from this requirement.
- 5) Specific programs may have additional requirements.

GRADUATE ADMISSION

Admission to graduate studies does not constitute admission to a particular graduate program. Admission to a particular degree program must be approved by the program director/coordinator upon review of the student's credentials.

Regular Status

Regular status will be given to degree-seeking students who meet all of the published requirements of their selected graduate program department. The requirements include:

- A baccalaureate degree from an institution accredited by the regional accreditation agency (or equivalent). Admission to an approved joint degree (3+2) program at CSU-Pueblo does not require a baccalaureate.
- The minimum undergraduate GPA established for all programs is 3.000.
- Submission of satisfactory scores from a standardized admissions test if required by the program department. International students whose native language is not English must also meet the English language proficiency standard set forth in the *Graduate Admissions Policies and Procedures* section.
- A completed admissions file.
- Any additional requirements for the selected program, including completion of leveling courses to correct

undergraduate deficiencies. Programs may specify conditions which may include higher grade-point averages, required scores on entrance examinations, or undergraduate major or course requirements. Programs may also limit admissions based on capacity.

Conditional Status

The University provides a conditional status for students who have not satisfied the minimum undergraduate grade-point average, or the minimum required test score(s), or who have other deficiencies in their preparation.

The Director of Admissions on recommendation of the program director/coordinator will admit the student under conditional status if the student's grade-point average is at least 2.500, but not high enough for regular admission; or if the student has not met a condition specified by the program department. Such special action may be taken if there are positive indicators of graduate success, e.g., high GRE or GMAT scores, solid upper-division academic performance, or outstanding professional achievement.

The program director/coordinator will notify the student of the specific conditions for moving to regular graduate status. Conditions of admission to regular status can include additional course work beyond the degree requirements; specified scores on standardized admissions tests; or other conditions required by the program director/coordinator. A written statement of the conditions and a plan for meeting them will be prepared by the program director/coordinator and filed with the Director of Admissions. The program director will provide a copy of the plan to the student.

If the conditions are met, the program director will notify the Director of Admissions and the student that the student has achieved regular degree-seeking status. If not successful, the student will be notified by the Director of Admissions that conditional status has been terminated and the student has been dismissed from the program. Students on conditional status may count toward the degree a maximum of 12 hours of graduate course work taken in the degree program.

Non-Degree Seeking Students

A student who desires to take graduate courses for personal enrichment, for job advancement, or for transfer to another institution, may do so through either the Non-Degree Status option or through the Guest (for credit) option.

Non-Degree Status

Students seeking non-degree status must complete a full graduate admission application. Non-degree status

students are limited to enrolling in a total of twelve graduate hours unless approval is given by the Graduate Studies Board. The approval of the appropriate program director is required to enroll in graduate coursework that is part of the curriculum for a graduate program.

A maximum of twelve graduate hours of CSU-Pueblo credit earned as a non-degree seeking student may subsequently be applied toward a master's degree if approved by the degree-granting program. Individual programs may limit the number of hours applicable to the program.

Guest (For Credit) Student Status

Guest (for credit) student status is reserved for applicants who wish to enroll in courses without seeking a degree and who meet the following criteria. Applicants who wish to register as a guest (for credit) student must be Colorado residents and are required to complete a short application with the Office of Admissions each term that they wish to enroll. Guest (for credit) students are NOT REQUIRED to submit official transcripts, test scores or an application fee; however, guest (for credit) students must obtain approval from the relevant graduate program director/coordinator and the instructor. Tuition and fees are based on the number of credits for which they register and students are INELIGIBLE to receive financial aid. The maximum limit on credit taken as a graduate guest (for credit) student before they need to apply for regular admission is 12 credits.

GRADUATE WORK TAKEN BY SENIORS

CSU-Pueblo students who are in their senior year of undergraduate work may take graduate courses for graduate credit (see information for specific programs) with the approval of the appropriate program director/coordinator.

Graduate level courses (500 level) cannot be used simultaneously to satisfy baccalaureate and graduate degree requirements with the exception of approved joint-degree (3+2) programs.

GRADUATION REQUIREMENTS

Each graduate program at the University has specific graduation requirements, which must be met prior to graduation. In addition, students must fulfill the following requirements for a graduate degree:

- 1) Have a cumulative graduate GPA of 3.000 or better at graduation. A maximum of six semester hours of course work at the grade of C+ or C may apply toward graduation. A maximum number of nine semester hours of approved transfer credit may be applied to the degree.
- 2) Have regular student status.

- 3) Complete the program's minimum number of hours of approved course work.
- 4) Pass a final comprehensive and/or oral examination in the major area of study, if required by the program.
- 5) Submit a graduation planning sheet signed by the student's graduate adviser during the semester term in which graduation is to occur. The deadline for submission is published.
- 6) Complete a thesis or directed research project if required by the program. If choosing the thesis option, submit an electronic copy and one unbound paper copy of the approved thesis to the Library. Reproduction and binding costs are the responsibility of the student. (Individual programs may require additional bound copies.)

NOTE: Enrollment for thesis or directed research credit is required for any academic term during which University resources (e.g., faculty time, computer use, library, etc.) are being used. However, a maximum of six (6) semester hours of thesis or directed research course work will count toward meeting graduation requirements for MS/MA degrees.

ACCEPTANCE OF TRANSFER CREDIT

A maximum of nine semester hours of resident graduate credit from other regionally accredited graduate institutions may be applied to a graduate degree program. Transfer credit from non-United States institutions will be evaluated on a case-by-case basis. Transfer credits must be directly applicable to the degree program and must be approved by the program director/coordinator and sent to the Transfer Credit Evaluator. Graduate credits accepted in transfer must be from a course in which a grade of B- or better was earned. Credits accepted in transfer do not apply to the GPA at CSU-Pueblo. Credits already used for minimum degree requirements at another institution cannot be used toward fulfilling a CSU-Pueblo degree. Individual programs may set additional criteria for acceptance of transfer credit.

CREDIT FOR PRIOR LEARNING

Prior learning is non-college or experienced-based learning that has been attained outside of accredited postsecondary education systems. Credit for Prior Learning includes learning acquired from work and life experiences. It is awarded for graduate-level learning involving knowledge, skills, and competencies that students have obtained. The Graduate Program Director/Coordinator will describe the requirements and the process for obtaining prior learning credits. Individual graduate program may or may not authorize credits for prior learning.

Credit for such experiences may be given if the following conditions are met:

- 1) The experience must be directly similar to the content of internships, field courses and/or laboratory courses in the regular curriculum;
- 2) The student must describe in writing the nature of the experience and what he or she learned through it;
- 3) Evidence documenting the prior learning experience is to be provided by the student. Documentation must include a detailed account of the nature, frequency and duration of the duties; and
- 4) A paper integrating the experiences with subsequent or concurrent classroom instruction must be submitted and approved.

The maximum number of graduate credit hours allowed for prior learning is six. Credit for prior learning is granted only for experiences gained within 12-years from the date the degree is expected to be awarded. Credit for prior learning experiences is subject to the approval of the program director/coordinator and the dean of the college/school in which credit is requested.

CONTINUOUS REGISTRATION

All students admitted to a graduate program at Colorado State University-Pueblo are required to be continuously registered in the fall and spring semester throughout their degree programs. This policy applies from the time of first enrollment through the graduation term. Students may fulfill this requirement by registering for any graduate credit-bearing course (regular or non-regular). As an alternative, students may opt for a Continuous Registration (CR) status. Registration for CR status is accomplished in the same way as registration for courses. Students registering for CR will be assessed a fee for each semester of CR registration. Students graduating in summer term are required to be registered for at least one credit or CR. See the Graduate Enrollment Requirement.

Subject to the established time limits for the earning of graduate degrees and the various academic requirements, CR registrants need not apply for readmission should they wish to take additional graduate courses. Such students are ensured a place in their graduate programs as long as they remain in good academic standing. However, students who do not register will need to apply for readmission for their next semester of enrollment.

The availability of the CR option shall not supersede any other registration requirements to which students may be subject. For example, a student's advisory committee may require additional course work. Similarly, some departments may require credit-bearing registration until the degree is completed.

GRADUATE ENROLLMENT REQUIREMENT

Graduate degree candidates must either enroll for at least one credit or register for CR during the term (fall, spring, or summer) they will complete their degree.

GRADUATE ADVISING

Each graduate degree area has a program director/coordinator that serves as the initial graduate adviser to all graduate students in the program. The responsibilities of the graduate adviser and the graduate committee include advisement, approval of the degree plan, approval of a thesis or directed research topic and final document (if appropriate), and administration and approval of comprehensive and/or oral examinations and thesis/project defense.

COURSE LOADS

Graduate students enrolled in nine or more graduate credit hours are considered full-time students (five hours, summer); those enrolled for five graduate credit hours are considered half-time students (three hours, summer).

TIME LIMITS

Courses completed six or more years before the date of graduation, either at CSU-Pueblo or at another institution, will not be accepted as satisfying graduation requirements without the written approval of the student's graduate program director/coordinator.

UNDERGRADUATE COURSES

Only graduate courses (500 level or above) will count toward a graduate degree. However, students admitted to graduate study may be required to complete some undergraduate prerequisite or leveling courses in addition to their graduate work.

Courses taken for undergraduate credit by a graduate student (courses 400 level or below) do not enter into the graduate grade-point computation. A graduate program director/coordinator may, however, stipulate a grade point to be achieved in such undergraduate courses.

Graduate programs may include courses which are dually numbered at the undergraduate (400) and graduate (500) level. Students registered for graduate credit are required to perform at the graduate level. Dual-listed courses taken for undergraduate credit will not apply toward a graduate program. Graduate students may not repeat for graduate credit a dual-listed course which was taken in the undergraduate program.

DUAL DEGREE CREDIT

Up to six semester hours of elective credit may be applied to more than one graduate degree program if the degrees are pursued concurrently pending approval of the graduate committees of the programs involved and the Graduate Studies Board.

ACADEMIC STANDARDS

Graduate courses are graded in an alphabetical system with the following interpretation:

A	- 4.00	- Excellent
A-	- 3.67	
B+	- 3.33	
B	- 3.00	- Good performance
B-	- 2.67	
C+	- 2.33	
C	- 2.00	- Passing, but below expected performance
D+	- 1.33	
D	- 1.00	- Unsatisfactory performance
D-	- 0.67	
F	- 0.00	- Failing
IN	- Incomplete	
S	- Satisfactory	
IP	- In progress	
U	- Unsatisfactory	
W	- Withdrawal	
WN	- Withdrawal for nonpayment	
NC	- No credit	

Students may apply no more than six semester hours of work with a grade of C/C+ toward graduation requirements. Only grades of A through C, and S fulfill graduation requirements for graduate programs.

ACADEMIC STANDING

The cumulative graduate GPA will be determined from all approved coursework attempted at the 500 level or above. Coursework must be approved by the student's graduate program coordinator or director. To remain in good academic standing, a student's graduate GPA must remain at 3.000 or better. If the graduate GPA falls below 3.000, a graduate student will be placed on probation. Students have one semester to show progress toward good standing as measured by increasing the graduate GPA from the previous semester. Probationary students will be dismissed whenever progress toward good standing is not achieved; after a probationary student has accrued 15 credits; or whenever the graduate GPA falls below 2.500. Graduate students may repeat a maximum of six semester hours of graduate credit. When a course is repeated, both the subsequent grade and the original grade are included in the graduate grade point average.

In addition, students must maintain a cumulative GPA of 3.000 or better in all courses attempted after achieving graduate status. If a student is in the degree plus program or admitted conditionally, all required leveling courses must be completed at a minimum GPA of 3.000. Graduate program directors/coordinators will notify the Director of Admissions if and when there is a change in academic standing for a graduate student based upon required leveling courses for a conditionally admitted student.

A student may appeal dismissal by submitting a written petition to his/her program director/coordinator. This petition must provide a justification for continued registration. The program director/coordinator will forward a recommendation through the appropriate college dean, and the Office of the Provost. The Provost or his/her designee will make a final decision on the appeal and inform the student of that decision. Decisions by the Provost are final.

SAME MASTERS DEGREE (Same Program)

Eligibility

In certain instances, applicants may wish to seek a second master's degree in the same program for which they already hold a master's degree in order to fulfill new career, professional, or specialization requirements. These applicants may seek a second master's degree for the same discipline if they:

- 1) Meet the University admission requirements; and
- 2) Meet the master's program admission requirements (individual master's programs may elect not to consider applicants who already hold a master's degree in the same discipline; applicants should consult with the graduate program coordinator of the prospective master's program).

Requirements

The second master's degree must be based on:

- 1) A different option from the first master's degree (or in a different area of specialization in the case of a master's program without differentiated options); and
- 2) A curriculum distinct from the first master's degree containing a minimum of 30 semester hours of coursework different from those taken to earn the first master's degree, and
- 3) At least seventy percent of the coursework must be completed in residence and include a culminating experience.

GRADUATE FRESH START

Graduate students who discontinue one graduate program with a cumulative grade point average below 3.000 and

are fully admitted to a different graduate program (not a different emphasis) are eligible to apply for a graduate fresh start. Students who take advantage of Graduate Fresh Start will not have grade point averages carried forward in the new graduate program. Courses previously completed with an earned grade of B or higher may count toward graduation only upon approval by the program director.

COMPREHENSIVE EXAMINATIONS

Graduate programs may require a final comprehensive and/or oral examination. Scheduling is made through the graduate adviser. Students who fail a final examination may retake the examination once. A re-examination cannot be scheduled in the same term as the original examination.

NON-THESIS OPTIONS

Some graduate programs offer non-thesis options to students. Details of the requirements are specified in the respective section of this catalog. Students also should consult with the appropriate program director/coordinator for the requirements.

THESIS

Some graduate programs provide an option that includes a thesis and an oral defense of the thesis. Students must submit a research plan prior to the work. The plan must define the topic of study and outline the research design. The plan must have the written approval of all members of the student's graduate committee and the program director/coordinator.

The graduate committee shall consist of at least three faculty members approved by the thesis adviser and the program director/coordinator. At least two members of the committee must be from within the department of the student's graduate program. Changes in membership in the graduate committee may be requested in writing by the student to the program director/coordinator.

The research/thesis plan should be filed as soon as possible after the degree plan is filed and before 18 credit hours of the student's degree plan have been completed.

THESIS INSTRUCTIONS

Students writing a thesis in partial fulfillment of graduation requirements must submit an electronic copy and one unbound paper copy of the approved thesis to the University Library. (Students should contact the Office of the Dean of Library Services for further details.) The student will pay the Library for the binding cost (based upon the fee schedule maintained by the Library) of the required copy plus any additional copy bindings requested

by the student. The bound thesis will be submitted to the library. Individual programs may require additional bound copies.

The Thesis Must:

- 1) Contain a title page;
- 2) Contain a certificate of acceptance;
- 3) Conform to the style and form approved by the major department and outlined in the thesis plan;
- 4) Be printed on high-quality paper with a minimum of 25 percent rag content; and
- 5) Be bound.

The required University copy of the thesis must be of high-quality printing and must use a paper of the same quality as the original and include color pages wherever appropriate. Other copies of the thesis may be duplicated in any manner the student desires.

It is imperative that the utmost care be taken in the preparation of the final copy of the thesis. The completion of the thesis, including preparation and duplication, is the sole responsibility of the student.

The thesis abstract should consist of no more than five hundred (500) words. The thesis abstract should cover the following items:

- 1) Purpose of study;
- 2) Research materials and methods results; and
- 3) Summary and conclusions.

For additional thesis or directed research requirements, consult your program adviser.

ORAL DEFENSE OF RESEARCH

Upon completion of a master's thesis, an oral defense/final comprehensive examination must be scheduled. Application for the oral defense is made to the graduate adviser.

A report of the outcome of the oral defense must be filed with the program director/coordinator. The report must be signed by all members of the student's graduate committee. Students must pass the oral defense to complete their thesis or directed research requirement successfully.

APPEALS

All graduate policies, procedures, and regulations may be appealed. Appeals must be made in writing first to the appropriate graduate director/coordinator, the Graduate Studies Board, and finally to the Office of the Provost. The academic grade appeals process is the same as is described in the undergraduate section on appeals.

See *Grade Change Policy/Academic Appeals* listed in the *Academic Policies* section of this catalog.

PROGRAMS OF STUDY

Graduate Programs in Natural Sciences

The College of Science and Mathematics offers Master of Science degrees in three disciplines within the Natural Sciences: Biology MS, Chemistry MS, and Biochemistry MS. Students completing any of these degrees will develop advanced skills in the general discipline of choice and will apply these skills in the completion of a thesis research project or internship. GRE scores of at least 300 (verbal and quantitative) based on the current GRE exam are required for regular admission to GPNS programs.

BIOLOGY (MS)

Program Director: Claire Ramos

The graduate program leading to the degree of Master of Science in Biology prepares students to apply basic scientific principles to the practical biological problems encountered in business, industry, government, and education. Graduates from the program will be able to apply the techniques of scientific research to real-world biological problems. Course work may include several important areas relevant to biology, including biotechnology, bio-fuels, statistics, environmental, molecular, and cellular biology. A unique feature of the program is its 3+2 plan which is described in the Biology MS description of the *College of Science and Mathematics*. The 3+2 plan allows a student to simultaneously receive a BS and an MS degree in five years. The Master of Science in Biology requires 30 or 32 semester credit hours of approved graduate course work for, respectively, the thesis (30) or the non-thesis option (32).

Expected Student Learning Outcomes

Upon completion of the MS in Biology, students will have achieved the following goals:

- **Mastery of the Scientific Method** - Independent development and mastery of problem solving skills including experimental design, execution, critical analysis, and interpretation of the results of original scientific experimentation (thesis) or experiential learning (internship).
- **Dissemination of Scientific Products** - Persuasive communication and defense of significant results of original scientific investigation presented in both written and oral format at a graduate peer-professional level.
- **Utilization of the Literature** - Critical evaluation of an

independently accessed comprehensive body of scientific literature which is project relevant and foundational in supporting and explaining research findings in both written and oral format.

- **Development of a Relevant Knowledge Base** - Development of intrinsically held fundamental field-specific knowledge which will be applied to explain and defend research findings at a level of mastery expected by peer-professionals.
- **Professionalism and Self Responsibility** - Maintain a consistent professional work ethic of independently taking the initiative and motivation to produce tangible products of a quality commensurate with peer-standards in graduate or professional schools or in the career field being pursued.

Outcomes Assessment Activities

The faculty of the GPNS will use a variety of methods for evaluating student learning outcomes. Students completing this degree program will give a public research seminar (BIOL 593) that will be evaluated by cognizant GPNS faculty members. A research thesis or internship project will be designed, conducted, and publically presented in writing and orally prior to defense and evaluation by the student's Graduate Advisory Committee.

Degree Requirements

The course of study requires eight semester credits of work common to all students. Additionally, each student must select an emphasis area with a core of three to four semester credits. Twelve to seventeen credits in elective courses are also required, depending on which option is chosen. The thesis option requires successful completion of six semester credits of thesis research (BIOL 599) and an approved thesis. The non-thesis option requires successful completion of four semester credits of Internship Seminar. The program of study for each student must be approved by a graduate committee and the Program Director. Thesis option students are required to defend their research results before a thesis defense committee. A non-thesis option student must complete a comprehensive exam, submit a formal written report based on an internship, and defend their internship work before their graduate committee. Program requirements are summarized as follows:

		Plan A (thesis option)	Plan B (non-thesis option)
BIOL	510	3	3
MATH	550	3	3
BIOL	598		4
	OR		
BIOL	599	6	
BIOL	593	1	1

		Plan A (thesis option)	Plan B (non-thesis option)
BIOL	588		1
	OR		
BIOL	589	1	
Core Courses (1 of 4 required)			
BIOL	512/L	4	4
	OR		
BIOL	514/L		
	OR		
BIOL	540/L		
	OR		
BIOL	543/L		
	OR		
BIOL	553/L		
Elective Courses		12	16
TOTAL		30 credits	32 credits

Specific course numbers, course titles, and credit hours for all core requirements, emphasis core requirements, and electives are cited as follows:

Required General Courses

Courses	Titles	Credits
BIOL 510	Foundations in Graduate Studies	3
BIOL 593	Seminar	1
MATH 550	Statistical Methods	3
BIOL 588	Internship Seminar	1
	OR	
BIOL 589	Thesis Defense.....	1
		TOTAL 8

Required Biological Sciences Core Courses

Students will take **one** of the following courses:

Courses	Titles	Credits
BIOL 512/L	Cellular Biology/Lab.....	4
BIOL 514/L	Vertebrate Physiology/Lab	4
BIOL 540/L	Advanced Biotechniques/Lab	4
BIOL 543/L	Limnology/Lab	4
BIOL 553/L	Ecology/Ecology Field Studies	4
		TOTAL 4

Elective courses are selected from courses listed below: (others may be added, with permission as new courses are added, or from other areas of study, for example biochemistry).

Courses	Titles	Credits
BIOL 502	Immunology.....	3
BIOL 503/L	Virology/Lab.....	4
BIOL 512/L	Cellular Biology/Lab.....	4
BIOL 513/L	Plant Physiology/Lab.....	4

BIOL	514/L	Vertebrate Physiology/Lab.....	4
BIOL	521/L	Histology/Lab.....	4
BIOL	532/L	Developmental Biology/Lab.....	4
BIOL	540/L	Advanced Biotechniques/Lab.....	3
BIOL	541/L	Freshwater Invertebrate Zoology/Lab...4	
BIOL	543/L	Limnology/Lab.....	4
BIOL	552/L	Advanced Microscopy/Lab.....	4
BIOL	553/L	Ecology/Ecology Field Studies.....	4
BIOL	561	Applied Geospatial Technology (GIS/GPS).....	3
BIOL	562	Environmental Policy & Management...3	
BIOL	565	Environmental Toxicology.....	3
BIOL	579/L	Ichthyology/Lab.....	3
BIOL	581/L	Entomology/Lab.....	3
BIOL	582/L	Herpetology/Lab.....	3
BIOL	583/L	Mammalogy/Lab.....	3
BIOL	584/L	Ornithology/Lab.....	3
BIOL	585/L	Plant Taxonomy/Lab.....	4
BIOL	586	Field Botany.....	3
BIOL	591	Special Topics.....	1-4
BIOL	595	Independent Study.....	1-4

BIOLOGY 3+2 PLAN (BS/MS)

One feature of the Biology MS program is the 3+2 plan, which is designed to give the opportunity to qualified advanced-level undergraduate students to simultaneously pursue both the Baccalaureate (BS) and Master of Science (MS) degrees. Talented students are thus quickly moved toward expanding their academic and scientific horizons based on an individual student's abilities and motivation.

Specific requirements for the 3+2 program are included in the Biology MS description of the *College of Science and Mathematics*, undergraduate programs section of this catalog.

CHEMISTRY (MS)

Program Director: Richard Farrer

In addition to a minimum undergraduate GPA of 3.000 admission into the Chemistry (MS) program requires a minimum score of 300 on the GRE and submission of three letters of recommendation.

The graduate program leading to the degree of Master of Science in Chemistry prepares students to apply fundamental chemistry principles to more advanced questions encountered in industry, government, business, and education. Graduates from this program will be able to apply techniques of scientific research in the chemical sciences to real-world problems.

Course work may include several important areas in the chemical and natural sciences, including advanced

instrumental techniques, and environmental concerns. This program also offers a 3+2 plan described elsewhere, which allows students to simultaneously complete requirements for a BS and MS degree in five years.

The Master of Science in Chemistry requires 30 or 32 semester credit hours of approved graduate course work in either the thesis or non-thesis (internship) option, respectively.

Expected Student Learning Outcomes

Upon completion of the Chemistry MS or BS/MS as part of the Graduate Programs in Natural Sciences (GPNS), students will:

- Be able to understand and evaluate the scientific literature and use it in their courses and their research.
- Be able to effectively communicate scientific research, both their own and information from the research literature, in written and oral fashions.
- Develop and master the scientific problem solving skills required to define and solve basic or applied original scientific questions using the scientific method.
- Actively engage in research/internships and discourse with the faculty in the Chemistry Department and other STEM disciplines.
- Disseminate, in collaboration with faculty, the products of the Chemistry-MS program within the CSU-Pueblo community and with communities outside of the University in activities using their professional expertise.

Outcomes Assessment Activities

The faculty will use a variety of methods for evaluating student learning outcomes. These include required student enrollment in CHEM 510 (Foundations in Graduate Studies), which involves faculty directed instruction and practice in searching, evaluating, and discussing scientific literature, instruction in experimental design, and dissemination of scientific research results. Students completing this degree program will give a public research seminar (CHEM 593) that will be evaluated by cognizant GPNS faculty members. A written research thesis or internship report will be publically presented and defended by students to demonstrate proficiency in their area of study and these will be evaluated by the student's Graduate Advisory Committee. Students will collaborate with faculty to present the results of their thesis research or internship project within the greater Southern Colorado region, give seminars/posters on campus or at appropriate scientific meetings, publish the results of their research in peer reviewed scientific journals, or disseminate information through other appropriate mediums.

Degree Requirements

The course of study requires five semester credits of course work common to all students. Each student must complete three of the five core courses (9 semester credits). Students are required to complete 10-12 additional credit hours of approved graduate level electives in Chemistry, Biology, Math, or Engineering as outlined in the graduation plan developed with the student's adviser and graduate committee, and approved by the Program Director. The signed graduation plan may be completed at any time, but is a requirement for successful completion of CHEM 510.

Thesis option students are required to defend their research results before their graduate committee. Non-thesis option students must take a written comprehensive examination over courses taken in their program of study. A non-thesis option student must submit a formal written report based on an internship and defend their internship and work before their graduate committee.

Each student must pass qualifying exams in three of five areas of selected chemistry content (analytical, biological, inorganic, organic, or physical chemistry). Students will have two opportunities to pass each area exam. Qualifier examinations are scheduled during the week preceding the beginning of classes each term or in consultation with the program director or department chair. If an examination is failed, the requirement may be satisfied by completing the designated undergraduate coursework in the appropriate subdiscipline, as specified by the program director or department chair, with a minimum grade of "B". Students enrolling into the 3+2 program will be exempt from the requirement to pass qualifying exams if they have completed courses at CSU-Pueblo in analytical, biological, inorganic, organic, or physical chemistry with a grade of "B" or better. Students enrolled in the 3+2 program required to pass qualifying exams will schedule the exams in consultation with the Program Director.

Chemistry program requirements are summarized as follows:

	Plan A (thesis option)	Plan B (non-thesis option)
CHEM 510	3	3
CHEM 588		1
CHEM 589	1	
CHEM 593	1	1
CHEM 598		4
CHEM 599	6*	
Core Courses (3 of 5 required – 9 credits)		
CHEM 501	3	3
CHEM 511	3	3
OR		

	Plan A (thesis option)	Plan B (non-thesis option)
CHEM 512	3	3
CHEM 521	3	3
CHEM 529	3	3
CHEM 531	3	3
<u>Elective Courses</u>	<u>10</u>	<u>14</u>
TOTAL	30	32

* Students may only enroll for a total of 6 credit hours of CHEM 599, Thesis Research.

Elective courses may be selected from the following chemistry courses or others may be added with permission of the graduate committee.

Courses	Titles	Credits
CHEM 501/L	Advanced Organic Chemistry/Lab	5
CHEM 503	Polymer Chemistry	3
CHEM 511	Biochemistry I	3
CHEM 512/L	Biochemistry II/Lab	5
CHEM 519/L	Instrumental Analysis/Lab	5
CHEM 521	Advanced Inorganic Chemistry	3
CHEM 525	Environmental Chemistry	3
CHEM 529	Advanced Analytical Chemistry	3
CHEM 531	Advanced Physical Chemistry	3
CHEM 550	Industrial Chemistry	2
CHEM 591	Special Topics	1-4
CHEM 592	Research	1-3
CHEM 595	Independent Study	1-4

CHEMISTRY 3+2 PLAN (BS/MS)

One unique feature of the Chemistry MS program is the 3+2 plan, which is designed to give the opportunity to qualified advanced-level undergraduate students to simultaneously pursue both the Baccalaureate (BS) and Master of Science (MS) degrees. Talented students are thus quickly moved toward expanding their academic and scientific horizons based on an individual student's abilities and motivation. Students are encouraged to enter the program as early as the fall of the junior year but not later than the fall of the senior year.

Specific requirements for the 3+2 program are included in the Chemistry MS description of the *College of Science and Mathematics*, undergraduate programs section of this catalog. Students must meet the requirements of both degrees.

BIOCHEMISTRY (MS)

Program Director: Richard Farrer

In addition to a minimum undergraduate GPA of 3.000 admission into the Biochemistry (MS) program requires a

minimum score of 300 on the GRE and submission of three letters of recommendation.

The graduate degree program outlined leads to the degree of Master of Science in Biochemistry. The degree program prepares graduates for professional employment or for further advanced studies at the interface of chemistry and biology, and in molecular biosciences, including biochemistry and biotechnology.

Course work for this degree option includes several important classes at the intersection of the biological and chemical sciences, including advanced topics in cellular biology, biochemistry, and laboratory techniques. This program also offers a 3+2 plan, described elsewhere, which allows students to simultaneously complete requirements for a BS and MS degree in five years.

The Master of Science in Biochemistry requires 30 semester credit hours of approved graduate course work in the thesis option.

Expected Student Learning Outcomes

Upon completion of the Biochemistry MS or BS/MS as part of the Graduate Programs in Natural Sciences (GPNS), students will:

- Be able to understand and evaluate the scientific literature and use it in their courses and their research.
- Be able to effectively communicate scientific research, both their own and information from the research literature, in written and oral fashions.
- Develop and master the scientific problem solving skills required to define and solve basic or applied original scientific questions using the scientific method.
- Actively engage in research/internships and discourse with the faculty in the Chemistry Department and other STEM disciplines.
- Disseminate, in collaboration with faculty, the products of the Biochemistry-MS program within the CSU-Pueblo community and with communities outside of the University in activities using their professional expertise.

Outcomes Assessment Activities

The faculty will use a variety of methods for evaluating student learning outcomes. These include required student enrollment in CHEM 510 (Foundations in Graduate Studies), which involves faculty directed instruction and practice in searching, evaluating, and discussing scientific literature, instruction in experimental design, and dissemination of scientific research results. Students completing this degree program will give a public research seminar (CHEM 593) that will be evaluated by

cognizant GPNS faculty members. A written research thesis will be publically presented and defended by students to demonstrate proficiency in their area of study and this will be evaluated by the student's Graduate Advisory Committee. Students will collaborate with faculty to present the results of their thesis research within the greater Southern Colorado region, give seminars/posters on campus or at appropriate scientific meetings, publish the results of their research in peer reviewed scientific journals, or disseminate information through other appropriate mediums.

Degree Requirements

The course of study requires 5 semester credits of course work common to all students, and 6 credits of thesis research. Each student must complete 4 core courses (13 semester credits). Students are required to complete 6 additional credit hours of approved graduate level electives in Biology, Chemistry, Math, or Engineering as outlined in the graduation plan developed with the student's adviser and graduate committee and approved by the program director. The signed graduation plan may be completed at any time, but is a requirement for successful completion of CHEM 510. Students are required to defend their research results before their graduate committee.

Each student must pass a total of three qualifying exams one each in biochemistry and biology (molecular and cellular biology) and one of four other areas of selected chemistry content (analytical, inorganic, organic, or physical chemistry). Qualifier examinations are scheduled during the week preceding the beginning of classes each term or in consultation with the program director or department chair. If an examination is failed, the requirement may be satisfied by completing the designated undergraduate coursework in the appropriate subdiscipline, as specified by the program director or department chair, with a minimum grade of "B". Students enrolling into the 3+2 program will be exempt from the requirement to pass qualifying exams if they have completed courses at CSU-Pueblo in analytical, inorganic, organic, or physical chemistry; as well as cellular biology and molecular biology with a grade of "B" or better. Students enrolled in the 3+2 program required to pass qualifying exams will schedule the exams in consultation with the Program Director.

Biochemistry program requirements are summarized as follows:

(thesis option only)

CHEM 510	3
CHEM 589	1
CHEM 593	1
CHEM 599	6*

Core Courses (4 required – 13 credits)	
CHEM 512**	3
BIOL 512**	3
BIOL 540/L	4
CHEM 531	3
Elective Courses	6
TOTAL	30

* Students may enroll for a total of 6 credit hours of CHEM 599, Thesis Research.

** Labs are not required.

Elective courses may be selected from the following courses or others may be added with permission of the graduate committee.

Courses	Titles	Credits
BIOL 502	Immunology	3
BIOL 503	Virology.....	3
BIOL 550/L	Survey of Genomics and Bioinformatics/Lab	3
BIOL 552/L	Advanced Microscopy/Lab.....	4
CHEM 501/L	Advanced Organic Chemistry/Lab	5
CHEM 519/L	Instrumental Analysis/Lab.....	5
CHEM 521	Advanced Inorganic Chemistry	3
CHEM 525	Environmental Chemistry.....	3
CHEM 529	Advanced Analytical Chemistry	3
CHEM 591	Molecular Basis of Disease	3
	(taught under Special Topics)	
CHEM 591	Special Topics	1-4
CHEM 592	Research	1-3
MATH 550	Statistical Methods.....	3

BIOCHEMISTRY 3+2 PLAN (BS/MS)

One unique feature of our Biochemistry MS program is the 3+2 plan, which is designed to give the opportunity to qualified advanced-level undergraduate students to simultaneously pursue both the Baccalaureate (BS) and Master of Science (MS) degrees. Talented students are thus quickly moved toward expanding their academic and scientific horizons based on individual student's abilities and motivation.

Specific requirements for the 3+2 program are included in the Biochemistry MS description of the *College of Science and Mathematics*, undergraduate programs section of this catalog. Students are encouraged to enter the program as early as the fall of the junior year but not later than the fall of the senior year.

MASTER OF BUSINESS ADMINISTRATION (MBA)

Interim Program Director: Gene Lucero

The goal of the MBA program is to prepare students for high-level general management careers in business and other organizations. Students acquire an understanding of management theory and application, the economic, political and social environment in which businesses function, and behavioral skills that are essential in the manager's role in the implementation of business decisions. The MBA program strives to provide an environment conducive to the development of each student's ability to think in a creative and effective manner. The program makes extensive use of lectures, seminars, group projects, and case studies that are designed to demonstrate the integrative, interdisciplinary nature of business decisions.

The program is open to all applicants with a bachelor's degree, regardless of the undergraduate field of study. Students without prior business course work will be required to take leveling courses in financial accounting, business statistics, microeconomics, finance, management, and marketing. Additionally, a review of GMAT writing sub score will be used to determine if there is a need for developmental work. Students who earn less than a "C" in any leveling course will be dismissed from the program. Generally, graduate students are required to complete all leveling course requirements before enrolling in the first 500-level courses. In some instances, a student will be permitted to enroll in 500-level courses while completing the final leveling courses.

All MBA students are required to take the Graduate Management Admissions Test (GMAT). An admission formula of 200 times the undergraduate GPA (4.000 system) plus the GMAT score will constitute a scaled admission score for each applicant. Students will be required to have at least a 1000 score on the admission formula and at least 400 on the GMAT examination. Students can alternately choose to take the GRE in lieu of the GMAT. The minimum score on the GRE is a 150 in Verbal Reasoning and a 150 in the Quantitative Reasoning Score. If undergraduate GPA is less than a 3.0, a higher score will be required for full admission to the MBA program.

GMAT writing score must be 4.5 or higher to waive BUS AD 592. GRE writing score must be a minimum of 3.5 to waive BUSAD 592.

Students will not be allowed to enroll in more than six hours of graduate-level course work without being fully admitted to the program.

Learning Outcomes Assessment

The Hasan School of Business is committed to continuous improvement through a rigorous assessment program focused on measuring learning outcomes and implementing measures to enhance students' chances of success. Within each individual course, faculty members utilize a variety of assessment techniques including student presentations, projects, peer evaluations, examinations, and student surveys.

Learning Goals for the MBA Program

The Hasan School of Business faculty works diligently to provide graduates with a high-quality education that prepares them for advancement in business. Our program prepares students through achievement of four primary learning goals.

- 1) **Expression of Thoughts and Ideas**
 - Our graduate students will be able to communicate effectively.
- 2) **Decision Making and Problem Solving**
 - Our graduate students will be able to analyze problems, identify relevant issues, and craft solutions.
- 3) **Decision Making in a Global Business Environment**
 - Our graduate students will be able to develop solutions for global business issues.
- 4) **Ethical Analysis**
 - Our graduate students will be able to evaluate ethical situations and offer appropriate recommendations.

Assurance of Learning

The use of direct measures of student performance in the Hasan School of Business provides a relevant set of performance data. Reviewed by faculty, discipline groups, the School's Assurance of Learning Committee, and administrators, results of these measures are used to make program improvements. In addition to course grades, direct measures of student performance in the Hasan School of Business include:

- **The Educational Testing Service (ETS) Major Field Test in Business.** This test, administered nationwide, assesses what students have learned primarily in courses common to all business majors. Results are compared with those of other business students enrolled at selected peer institutions, as well as nationally.
- **Course-Embedded Measures.** Exams, papers, presentations, and projects are course-embedded measures that can be used to assess student performance related to our MBA learning goals.

The Hasan School of Business compiles information to assess the success of MBA graduates. Information is obtained from the CSU-Pueblo Alumni Office, the Career Center, and other sources.

MBA Standards

A student who earns two "C" or lower grades in graduate-level courses is placed on probation. If a third "C" or lower grade is earned, the student is automatically dismissed from the program.

The MBA degree will be conferred upon students who successfully complete a minimum of 36 hours of approved course work with a minimum GPA of 3.000. The curriculum includes the following 30 credits which are taken by all MBA students.

MBA CORE

Core Courses	Titles	Credits
ACCTG 510	Managerial Accounting	3
BUSAD 502	Business Ethics and Environment	3
BUSAD 575	International Business.....	3
ECON 510	Economics for Managers.....	3
FIN 530	Financial Management.....	3
MGMT 511	Production/Operations Management.....	3
MGMT 520	Management of Organizational Behavior.....	3
MGMT 565	Management Information Systems.....	3
MGMT 585	Management Policy and Strategy.....	3
MKTG 540	Marketing Management	3
<hr/>		
SUB-TOTAL		30

In addition to the MBA core, each student must complete two approved electives..... 6

TOTAL PROGRAM REQUIREMENT..... 36

All graduate courses for the MBA are listed in the appropriate department sections of accounting (ACCTG), business administration (BUSAD), computer information systems (CIS), economics (ECON), finance (FIN), management (MGMT), and marketing (MKTG).

Independent Studies will not be substituted for core or required courses. They may count only as electives.

MBA/HEALTHCARE ADMINISTRATION CORE

Core Courses	Titles	Credits
ACCTG 510	Managerial Accounting	3
ECON 510	Economics for Managers.....	3
FIN 530	Financial Management.....	3
MGMT 511	Production/Operations Management.....	3
MGMT 565	Management Information Systems.....	3
MGMT 585	Management Policy and Strategy.....	3
NSG 505	Biostatistics & Research.....	3

NSG	748	Healthcare: Ethics, Law & Policy.....	4
NSG	716	Health Care Business & Finance.....	4
NSG	718	Organizational & Systems Leadership....	4
BUSAD	575	Business Ethics and Environment	
OR			
MKTG	540	Marketing Management	3
			36

DUAL DEGREE MBA-CHUNGNAM NATIONAL UNIVERSITY

Colorado State University-Pueblo is planning to offer a Dual Degree MBA-Chungnam degree, subject to Higher Learning Commission approval anticipated in 2018-2019.

Students enrolled as MBA students at Chungnam National University (CNU) in South Korea may enroll in a dual degree MBA at Colorado State University-Pueblo.

ONLY admitted dual degree MBA students from CNU will be allowed to transfer 18 credits from CNU into the CSU-Pueblo MBA program to complete 36 credit hour requirement. This policy supersedes the existing 9 credit rule. This exclusion will only apply to students from Chungnam who are admitted into the dual degree program.

Admission requirements for the Chungnam Dual Degree MBA Program will be the same as the admission requirements for all CSU-Pueblo MBA students as listed in the catalog, beginning on Page 82.

JOINT BSBA/MBA, BS-CIS/MBA, and BS-CM/MBA PROGRAMS

Specific requirements for the joint BSBA/MBA, BS-CIS/MBA and the BS-CM/MBA plans are included in the *Hasan School of Business* undergraduate programs section of this catalog.

MASTER OF EDUCATION (M.Ed.)

Associate Dean: Jeff Piquette

Educational researchers and policy makers agree on the fundamental requirements for successful teachers: knowledge of subjects they teach, knowledge of both general and subject-matter specific methods for instruction and assessment; knowledge of student development; and the ability to apply this knowledge with students from diverse backgrounds. The M.Ed. at CSU-Pueblo is planned to impact the quality of teaching and learning in K-12 classrooms by preparing master teachers with

expertise in their content disciplines, in the pedagogy of teaching and learning, and in the process of continual professional development and growth. To ensure graduates' application of new knowledge and skills, CSU-Pueblo's program requires application of new knowledge and skills throughout the program and utilizes an assessment model that monitors teacher performance and provides information for ongoing program improvement.

One promising approach that has resulted in significant improvements in teaching practices is the National Board for Professional Teaching Standards (NBPTS) process for National Board Certification. The NBPTS has developed standards for effective teaching in specific subject areas and assessments geared to measure performance against the standards, as well as a process for teachers to demonstrate their performance on these standards. In addition to strengthening classroom teaching, teachers' involvement with the NBPTS program has improved student engagement, motivation, and achievement, including positive impact in low-performing schools.

The Master of Education degree is built on research on teacher change and is designed to prepare teachers to lead school reform, requiring completion of an emphasis area of their choice; of a core of pedagogy courses focusing on literacy instructional technology, and differentiation of instruction; and of a core of courses focusing on professional growth. The National Board standards and certification process form the heart of the M.Ed. core and assessment process. A unique characteristic of the degree is the collaboration of faculty in teacher education and in content disciplines at the University in the design and implementation of the program.

Relationship to the Mission of Teacher Education

The Teacher Education Program has a primary mission to prepare teachers of quality and distinction through K-16 collaborations. One of the central goals of the program is its commitment to serve the region and state of Colorado through partnerships with school districts and institutions of higher education. An integral aspect of this goal is Teacher Education's formal partnership with school districts in southern and southeastern Colorado. The joint efforts of students, faculty, and administrators across all K-16 partners focus on improving the quality of learning in classrooms in elementary, secondary, and higher education. The Master of Education degree supports this mission, strengthening K-12 teachers' abilities to provide educational opportunities for their students. At Colorado State University-Pueblo, preparing teachers is a campus-wide responsibility, with faculty and administrators involved in support of the program's mission.

Graduate Program Goals and Student Outcomes

As teachers proceed through the program, they will be asked to apply and demonstrate their growth in learning and teaching related to the following goals and outcomes.

Content Knowledge Goal: Master teachers utilize content knowledge to raise the achievement of PK-12 learners.

- 1) Demonstrate growth in content knowledge related to emphasis area and the application of content knowledge to classroom instruction and assessment.

Pedagogy Goal: Master teachers utilize best practices in instruction and assessment to raise achievement of PK-12 learners.

- 1) Understand scientifically-based practices in teaching and learning, including strategies in literacy education, instructional technology, differentiation of instruction, and apply them to raise student achievement.
- 2) Demonstrate multiple means of assessing and evaluating student learning and use them to change teaching and learning.

Professional Development and School Reform Goal: Master teachers understand the process for professional change in their own practice and in education, including the interpretation of educational research.

- 1) Locate, interpret, synthesize, and apply educational research in best practices in teaching.
- 2) Understand models for professional change, including teacher collaboration, professional learning communities, strategies for mentoring and coaching to facilitate change, and effective professional development.
- 3) Demonstrate understanding of reflective practice that results in improved classroom teaching and learning, including teacher reflection, use of technology in self-assessment, collaboration for change, and self-management of change.
- 4) Demonstrate understanding of system and organizational change in education, including models for school change and current research and trends in school change.

Leadership and Change Agent Goal: Master teachers apply educational research, including research on school reform and professional development to raise student achievement.

- 1) Demonstrate responsibility for student learning at high levels.

- 2) Demonstrate responsibility for school reform and leadership in school change.

Graduate Admission Policies and Procedures

Admission

Regular status will be given to degree-seeking students who meet all of the following requirements:

- A baccalaureate degree from an institution accredited by the regional accreditation agency (or equivalent).
- A minimum 3.000 undergraduate GPA.
- Submission of satisfactory scores from a standardized exam required for teacher licensure in the content area in which the applicant holds a teaching license (e.g., English or Elementary Education). Applicants who have taught successfully for three years may submit alternative evidence of content knowledge. Applicants who have completed the GRE or MAT should submit these scores.
- A current resume.
- A completed admissions file.
- Two letters of recommendation, one from an administrator familiar with applicant's teaching.
- A teaching license.

International students whose native language is not English must also meet the English language proficiency standard set forth in the *Graduate Admissions* section of the CSU-Pueblo Catalog.

Continuation

To continue in the program, students must maintain a cumulative GPA of 3.000.

Program Completion

All students must fulfill the following requirements for a graduate degree:

- A cumulative graduate GPA of 3.000 or better at graduation. A maximum of six semester hours of course work at the grade of C+ or C may be applied toward graduation. A maximum number of nine semester hours of transfer credit may be applied to the degree.
- Regular student status.
- The program's minimum number of hours of approved course work (38 semester hours).
- Completion of a final portfolio review and oral examination. The portfolio project includes a directed research project.
- Submission of a graduation planning sheet signed by the student's graduate advisor and program director, in accordance with published deadlines during the

semester is to occur. The deadline for submission is published in the *Semester Notes*, *University Calendar*, and *CSU-Pueblo Catalog*.

M.Ed. Degree Course Requirements

The degree is designed with three components: (1) core courses in research and professional change; (2) pedagogy courses in literacy, differentiation of instruction, and technology; and (3) courses in an emphasis area chosen by the graduate student. A unique feature of the degree is its alignment with the standards of the National Board for Professional Teaching Standards and participants' opportunity to work towards national board certification as they complete the degree.

Component 1: Core Requirements (11 hours)

Organizational change and school reform, as well as the responsibilities of professional leadership related to educational change, are emphasized in the core. The four courses in Component 1 are developmental, with the first taken within the first nine hours, the third within the last nine hours, and the final course completed as the capstone experience in the program. All courses focus on knowledge and skills related to teacher change and leadership as a change agent in the schools, Emphasis in interpreting and conducting research is included.

Although courses in Components 2 and 3 may be completed by teachers, degree plus or senior students who have been admitted to the Teacher Education Program and meet the 2.600 GPA requirements, admission to all Core courses requires full admission to the graduate program.

Course Requirements

Courses	Titles	Credits
ED 502	Core 1: Teacher as Change Agent.....	3
ED 503	Core 2: Teacher as Researcher	3
ED 504	Core 3: Leading Change in America's Schools.....	3
ED 593	Seminar	2
	OR	
ED 581	Practicum & Seminar in Education 2	

Component 2: Pedagogy Requirements (choose 3 hours from each category, 9 hours total)

CSU-Pueblo recognizes that *master* teachers demonstrate expertise in understanding and applying current best practices in each of the following areas: literacy education, instructional technology, and differentiation of instruction for all learners. All three were selected because recent research has indicated that application of best practices in these three areas will impact the quality of student achievement in K-12 classrooms, Teachers will select

courses based on their development plan, with input from their graduate adviser. Courses cannot be double counted in emphasis areas and the Pedagogy Core.

Instructional Technology

Graduate students may select from instructional technology courses offered by the University, with approval of their faculty advisers. Sample courses include:

Courses	Titles	Credits
ED 520	Educational Media and Technology	3
ED 523	Teaching and Managing Technology	3
ED 529	Literacy & Technology	3
ED 531	Diverse Learners & Technology.....	3
ED 532	Hardware & Networking for Educators.....	3
ED 533	Instructional Theory & Tech Design	3
ED 534	Multimedia Design	3
ED 536	Technology & Assessment Tools.....	3
ED 570	The Technology Coordinator	3
ED 571	Distance Learning.....	3
ED 591	Special Topics	1-3

Differentiation of Instruction

Graduate students may select from any differentiation course, including the following:

Courses	Titles	Credits
CLDE 503	Content Instruction for EL Learners	3
ED 512	Teaching Diverse Learners.....	3
ED 531	Diverse Learners & Technology.....	3

Literacy Education

Graduate students may select from any literacy course, including the following:

Courses	Titles	Credits
CLDE 520	Literacy for EL Learners.....	3
ED 529	Literacy & Technology	3
RDG 535	Content Area Literacy	3
RDG 550	Diagnosis and Remediation of Reading Problems	3

Component 3: Emphasis Area Requirements (18 hours in one area)

The more deeply teachers grasp content, the more they tend to emphasize conceptual, problem solving, and inquiry aspects of their subjects. The less knowledgeable teachers are of the content they are teaching, the more they tend to emphasize facts and procedures. The purpose of Component 3 of the program is the development of teachers' content expertise related to their area of responsibility, with candidates choosing among a number of different K-12 emphasis areas. Some areas require prerequisites, and an emphasis area should be

chosen with the advisement of their graduate adviser.

M.Ed. (Art Education)

Graduate Coordinator: Victoria Hansen, Art Department

It is the philosophy of the Art Education emphasis that exceptional art educators continue to perfect their skills as practicing artists. Students completing this area should confer with their adviser in Art Education to select courses that will expand their understanding of current issues and techniques in the field of art education as well as their knowledge and skills in art processes and production. The emphasis requires completion of eighteen hours of graduate level art courses including one graduate level course in art history.

M.Ed. (Curriculum & Instruction)

Graduate Coordinator: Jeff Piquette, Teacher Education Program

The emphasis in Curriculum & Instruction is designed to increase knowledge about curriculum, teaching, learning, teacher education, and teacher as change agent. It helps prepare teachers to meet the challenges facing modern education, such as diverse and changing social, cultural, economic, and physical environments. Candidates will choose their courses in conjunction with an advisor to create a program that is tailored to individual's needs and interests.

M.Ed. (Early Childhood Education)

Graduate Coordinator: Jeff Piquette, Teacher Education Program

Courses	Titles	Credits
ECE 520	Adv Mthds Involving Div Fam in ECE	3
ECE 525	Practices in EC Special Education.....	3
ECE 530	Adv Mthds of Tchg CLD Children.....	3
ECE 540	Adv Mthds of Effect Inst Early Lit	3
ECE 550	Adv Exploration of Programs for ECE.....	3
ECE 555	Advanced Play & Creativity in ECE.....	3
ECE 560	Adv Management of ECE Classrooms.....	2
ECE 561	Adv Mthds of Tchg ECE Soc Stud	2
ECE 562	Adv Mthds of Tchg ECE Lang Arts	2
ECE 563	Adv Mthds of Tchg ECE Math.....	2
ECE 564	Adv Mthds of Tchg ECE Science.....	2

Additional courses with an Early Childhood Education focus may be added with approval of the graduate advisor. Students completing this area should confer with their advisor if they wish to select courses leading to teacher licensure in Early Childhood Education.

M.Ed. (Early Learning)

Graduate Coordinator: Jeff Piquette, Teacher Education Program

Courses	Titles	Credits
ED 510	Collaboration in Education	3
ED 524	Advanced Techniques of Teaching Elementary Social Studies	2
ED 525	Advanced Techniques of Teaching Elementary Science and Health.....	2
ED 580	Integrated Methods.....	3
RDG 510	Foundations of Reading Instruction	3
RDG 511	Teaching Elementary Language Arts.....	2
RDG 550	Diagnosis and Remediation of Reading Problems.....	3

Additional courses with an elementary or early childhood focus may be added with approval of the graduate adviser.

M.Ed. (English)

Graduate Coordinator: Cynthia Taylor, English and World Languages Department

The emphasis in English helps develop teachers of English and Language Arts by expanding their proficiency and understanding of language, literature, linguistics, and other issues in the field. As with other discipline-specific courses, this emphasis helps individuals meet credentialing expectations for concurrent enrollment and other higher education courses.

M.Ed. (World Language)

Graduate Coordinator: Alegria Ribadeneira, English and World Languages Department

The emphasis in World Language supports teachers' growth as language teachers by expanding their proficiency in the language as well as their understanding of culture, literature, linguistics, and issues in world language instruction. In addition to traditional campus-base courses, the emphasis will include opportunities for world language immersion and foreign travel.

M.Ed. (Health & Physical Education)

Graduate Coordinator: Christine Rochester, Exercise Science, Health Promotion, and Recreation Department

Courses	Titles	Credits
EXHP 500	Workshop (methods of various physical activities).....	1-5
EXHP 522	Methods of Elementary Physical Education.....	3
EXHP 529	Curriculum in Physical Education.....	2
EXHP 532	Applied Sport & Exercise Psychology	3
EXHP 536	Community Health	3
EXHP 549	Facilitation of Adventure Education.....	3
EXHP 562	Contemporary Issues in HPE.....	3
EXHP 565	Adapted Physical Education	3

EXHP 570	Methods of Coaching.....	3
EXHP 578	Methods of Secondary School PE	3
EXHP 585	Methods in Health Promotion.....	3
EXHP 591	Special Topics.....	1-3
EXHP 594	Field Experience	1-6
EXHP 595	Independent Study.....	1-6
REC 550	Leadership and Ethics.....	3
REC 560	Outdoor Education	3
REC 569	Outdoor Leadership I	2
REC 570	Outdoor Leadership II	2
REC 584	Outdoor Resources and Management.....	3
REC 594	Field Experience	1-6
REC 595	Independent Study.....	1-6

Students completing this area should confer with their adviser in Health and Physical Education to select courses that will expand their skills and knowledge of advanced teaching methods, professional leadership, instructional programs, research, and theories related to health and physical education.

M.Ed. (Instructional Technology)

Graduate Coordinator: Jeff Piquette, Teacher Education Program

Courses	Titles	Credits
ED 523	Teaching and Managing Technology	2
ED 529	Literacy & Technology.....	3
ED 531	Diverse Learners & Technology.....	3
ED 532	Hardware & Networking for Educators.....	3
ED 533	Instructional Theory & Tech Design	3
ED 534	Multimedia Design	3
ED 536	Technology & Assessment Tools.....	3
ED 570	The Technology Coordinator.....	3
ED 571	Distance Learning	3
ED 591	Special Topics.....	1-3

Students completing this area should confer with their adviser if they wish to select courses leading to completion of the Colorado endorsement for K-12 Instructional Technology Teachers and K-12 Instructional Technology Specialists.

M.Ed. (Linguistically Diverse)

Graduate Coordinator: Jeff Piquette, Teacher Education Program

Courses	Titles	Credits
CLDE 501	Teaching English Language Learners	3
CLDE 503	Content Instruction for EL Learners	3
CLDE 520	Literacy for EL Learners.....	3
CLDE 541	Survey of Research in Bilingual Education	2
CLDE 560	ELL Assessment & Administration	3
CLDE 571	Teaching Listening & Speaking.....	3
ENG 523	Syntax for ESL/EFL	3
ENG 553	Language in the USA.....	3
ENG 560	Language Acquisition & Linguistics.....	3
CLDE 581	Practicum with English Learners.....	1-6

Additional courses in linguistics and world language may be completed with the approval of the graduate adviser. Students completing this area should confer with their adviser if they wish to select courses leading to completion of the Colorado endorsement for K-12 Linguistically Diverse Education.

M.Ed. (Music Education)

Graduate Coordinator: Contact Music Department

18 hours of MUS 500-level credit must be earned to complete the Music Emphasis portion of the Master of Education degree. No more than 4 hours of 500-level ensemble credit or applied music credit may be applied toward the Master of Education-Music Emphasis. In addition to 18 hours of 500 level MUS credit completed, students must demonstrate completion of the following courses or the comparable undergraduate course listed below:

MUS Courses Titles

MUS 530	Marching Band (1-2 semesters as required by instrument) [or MUS 135, 230, 330, or 430]
MUS 579	Graduate Recital [or MUS 345 or Junior Recital]
MUS 550 or 560	Instrumental or Choral Conducting [or MUS 359]
MUS 513	Advanced Vocal Pedagogy [or MUS 113]
MUS 523	Advanced Percussion Pedagogy [or MUS 223]
MUS 533	Advanced String Pedagogy [or MUS 243]
MUS 543	Advanced Woodwind Pedagogy [or MUS 233]
MUS 553	Advanced Brass Pedagogy [or MUS 253]
MUS 580	Advanced General Music Methods [or MUS 340]
MUS 581	Advanced Choral Methods [or MUS 440]
MUS 582	Advanced Instrumental Methods [or MUS 441]

M.Ed. (Space Studies for Educators)

Graduate Coordinator: Jeff Piquette, Teacher Education Program

Courses	Titles	Credits
ED 574	Early Childhood Space Exploration.....	3
ED 575	Lunar/Mars Exploration.....	3
ED 576	Rocketry: The Future of Exploration	3
ED 577	Astronomy for the Classroom	3
ED 578	Long Term Space Travel	3
ED 579	Earth Systems Science.....	3

Additional courses with a Space Studies focus may be added with approval of the graduate adviser.

M.Ed. (Special Education)

Graduate Coordinator: Jeff Piquette, Teacher Education Program

Courses	Titles	Credits
ED 512	Teaching Diverse Learners.....	3
ED 531	Diverse Learners & Technology.....	3
RDG 550	Diagnosis and Remediation of Reading Problems	3
ED 506	Behavioral Support	3
ED 507	Levels of Support I.....	3
ED 508	Levels of Support II.....	3
ED 509	Levels of Support III.....	3
ED 545	Assessment & Data Driven Instruction.....	3
ED 510	Collaboration in Education	3
ED 581	Practicum & Seminar in Education.....	1-6

Students completing this area should confer with their adviser if they wish to select courses leading to completion of the endorsement for K-12 Special Education Generalist.

Program Assessment

The assessment plan for Colorado State University-Pueblo's M.Ed. ensures that the program 1) monitors individual student progress necessary to support success, 2) provides summative information on student proficiency on all performance-based standards, and 3) provides reliable and valid information on the program's successes and weaknesses to ensure continuous program improvement.

The assessment design has four components:

- 1) Benchmarks, student outcomes and tasks aligned with the Colorado Department of Education standards for content areas leading to endorsements (Special Education, Linguistically Diverse Education, and Instructional Technology) and the National Board of Professional Teaching Standards, forming the basis for both monitoring of student success and program evaluation.
- 2) A series of evaluation tools that are used by faculty within courses and at program completion to assess student performance in meeting all standards.
- 3) A system for documenting and monitoring student progress using the student's electronic portfolio.
- 4) A system to identify program strengths and weaknesses resulting in continual program improvement.

Performance Standards, Program Alignment and Evaluation Criteria

A range of tasks aligned to program standards, curriculum

and instructional activities throughout the program provide multiple sources of evidence to assess performance on each program standard. These tasks include a range of examples of teaching and learning, most of them authentic teaching performance, including all of the following:

- Curriculum plans: lesson plans and unit planning.
- Self evaluations and peer evaluations of teaching.
- Measures of achievement of PK-12 students: student work samples, pre-post data, and a range of assessment results.
- Standardized test scores (e.g., the PRAXIS exam for Special Education), as well as teacher-constructed exams and quizzes.
- Materials and artifacts from activities with parents, colleagues, and classroom teachers included in the master's portfolio.
- Evidence of ability to understand and utilize research to improve practice.
- Evidence of inquiry (e.g., action research, case studies) to change practice.
- Video case studies of teaching.
- Evidence of program and school change, including activities in coaching, mentoring, and professional learning communities.

Graduate students begin developing their M.Ed. portfolio with their first master's course. The portfolio is a web-based database system that is linked with a system for faculty to review materials and communicate their feedback to the student. Documents that demonstrate their performance on specific standards are added throughout the program.

Program Completion. During the final capstone course, students submit the portfolio for review by a group of three faculty. In addition to the portfolio materials, graduate students participate in an oral review of portfolio contents.

Program Completer Self-Evaluation. At the end of their final course, students will complete their own self-evaluation of their performance across program standards and an evaluation of the quality of the master's program.

Follow-up Assessments. One year after graduating from the program, teacher education will conduct a survey, requesting feedback from each graduate about his/her teaching and about the quality of preparation at CSU-Pueblo. Survey forms will be aligned with the program standards. A similar survey will be sent to each graduate's supervisor (building principal), requesting information about teaching performance.

ENGINEERING (MS) and INDUSTRIAL AND SYSTEMS ENGINEERING (MS)

Program Directors: Nebojsa Jaksic (Engineering)
 Leonardo Bedoya Valencia
 (Industrial and Systems Engineering)

The Department of Engineering offers two distinct MS degrees: the MS in Engineering (MSE) and the MS in Industrial and Systems Engineering (MSISE).

The MSE program provides advanced education in engineering, currently in two emphasis areas: mechatronics and railroad engineering. Mechatronics combines mechanical and electrical engineering with computers to create devices that make our lives better. Electrical and mechanical systems, controlled by computers, are at the core of a wide range of processes and products. Robots, the Mars Rover, a heart-lung machine, a computer controlled telescope, and a nano-scale microscope are all examples of mechatronics. Railroad engineering combines civil, mechanical, electrical, and industrial engineering in solving engineering problems for the railroad industry.

Industrial and systems engineering deals with the design and analysis of complex, human/machine systems. Industrial and systems engineers use a “big picture” or systems-oriented viewpoint to serve as management and operations analysts, focusing on the people, materials, equipment and procedures needed for the most efficient and effective systems performance. Industrial and systems engineers analyze and evaluate systems against specified performance criteria, including efficiency, quality and safety, before new systems are created or old ones are modified. Industrial and systems engineering techniques can be applied in manufacturing and service industries, health care systems, governmental agencies and non-profit organizations.

Regular admission to the MSE or MSISE program requires an undergraduate GPA of at least 3.0 on a 4.0 scale and completion of the GRE test.

Expected Student Learning Outcomes

Each MSE and MSISE graduate will be able to:

- Demonstrate advanced understanding of the fundamental knowledge which serves as the basis for practice in their chosen specialization.
- Apply those principles in the design and analysis of a system or process to meet specified needs.
- Communicate effectively in writing and orally.

By applying the following rules, the MSE and MSISE programs are designed to ensure these additional learning

outcomes:

- Each student who does not have the required prerequisites in the chosen specialization takes the necessary leveling courses.
- Every MSE or MSISE graduate must demonstrate knowledge of material in the core courses in the chosen specialization.

Assessment Activities

The MSE and MSISE programs are assessed by periodically reviewing the results of various metrics such as final course exams, homework assignments, projects, project report evaluations, presentations, paper evaluations, student surveys, and exit interviews with MSE and MSISE graduated. Assessment results are used to improve the two programs.

ENGINEERING (MS)

Mission

The MSE program prepares students from diverse educational backgrounds to function as engineers in advanced projects in mechatronics and railroad engineering areas and to continue their studies and obtain other advanced degrees especially at the doctoral level.

Degree Requirement Components

The MSE program consists of three components:

Component	Credit Hours
Core Component.....	14
Track Component.....	9
Elective Component for non thesis option.....	10
Elective Component for thesis option.....	7
<hr/>	
TOTAL Non Thesis.....	33
TOTAL Thesis	30

When considered as a cohesive whole, these three components constitute the student’s program of study, totaling at least 33 credit hours for the non thesis option and 30 credit hours for the thesis option. Any course that is applied to one of these three components is said to count towards graduation.

The Core Component

The Core Component consists of 14 credit hours in topics relevant to the emphasis area.

Mechatronics Emphasis Core

Core Courses	Titles	Credits
EN 507	Virtual Reality	3

Graduate Programs

EN	513	Artificial Intelligence	3
EN	561	Advanced Controls	3
EN	563	Intelligent Robotics	3
EN	593	Graduate Seminar	2
			TOTAL 14

Railroad Engineering Emphasis Core

Core Courses		Titles	Credits
EN	511	Structural Engineering	3
EN	531	Railroad Power Systems	3
EN	551	Fleet Management.....	3
EN	552	Vehicle Dynamics	3
EN	593	Graduate Seminar	2
			TOTAL 14

The Track Component

The Track Component consists of 9 credit hours of coursework selected by the student and his or her adviser to advance the professional and/or educational goals of the student. In the MSE program, individualized tracks are tailored to the needs of the student. An individualized track must consist of 9 credit hours of graduate coursework subject to the approval of the adviser and department.

In order to count towards graduation, any Special Projects, Special Topics, Graduate Projects or Independent Study course must consist of content appropriate for the track selected. The determination of an appropriate topic is at the discretion of the adviser and department.

The Elective Component

For the **non thesis** option, the Elective Component consists of 10 credit hours of coursework of courses approved as electives by the department.

For the **thesis** option the Elective Component consists of 6 credit hours of thesis and 1 credit hour of coursework of courses approved as electives by the department.

Prerequisites for the MS in Engineering

(CSU-Pueblo Course Equivalents)

Note that some of the courses listed below may have prerequisites not listed here.

Problem Solving for Engineers (EN 103)
 Engineering Economy (EN 343)*
 Stochastic Systems Engineering (EN 375)—railroad engineering emphasis only
 Calculus I and II (MATH 126 and 224)
 Calculus-Based Physics I and II (PHYS 221 and 222)
 Engineering mechanics (statics and dynamics) (EN 211 and 212)

Circuits (EN 231 and 231L)
 Controls (EN 360)
 Electromechanical devices (EN 263)

*Any material substituted for EN 343 must include the time value of money topic.

INDUSTRIAL AND SYSTEMS ENGINEERING (MS)

Mission

The MSISE program prepares students from diverse educational backgrounds to function as engineers in advanced projects in industrial engineering and operations research and to continue their studies and obtain other advanced degrees especially at doctoral level.

Degree Requirement Components

The MSISE Program consists of three components:

Component	Credit Hours
Core Component.....	15
Track Component.....	9
Elective Component for non thesis option.....	9
Elective Component for thesis option.....	6
TOTAL Non Thesis..... 33	
TOTAL Thesis 30	

The Core Component

The Core Component consists of 15 credit hours in five fundamental industrial engineering topics. These core courses include content that is necessary for success as an industrial engineer working in industry or continuing in graduate study. The Core Component topic areas are Simulation, Operations Research, Facility Design, Operations Planning, and a seminar on conducting academic research as a graduate student.

Core Courses		Titles	Credits
EN	520	Simulation Experiments.....	4
EN	571	Operations Research.....	3
EN	575	Facilities Planning and Design.....	3
EN	577	Operations Planning & Control	3
EN	593	Graduate Seminar	2
			TOTAL 15

If the student has an undergraduate degree in industrial engineering or a related field, some or all of the core (except EN 593) may be waived; additional electives will replace the waived courses.

The Track Component

The Track Component consists of 9 credit hours of

coursework selected by the student and his or her adviser to advance the professional and/or educational goals of the student. Currently available tracks include the Industrial Engineering and Engineering Management tracks.

Alternately, any student may pursue an Individualized Track tailored to the needs of the student. An Individualized Track must consist of 9 credit hours of graduate coursework, subject to the approval of the adviser and department.

In order to count towards graduation, any Special Projects, Special Topics, Graduate Projects or Independent Study course must consist of content appropriate for the track selected. The determination of an appropriate topic is at the discretion of the adviser and department.

The Industrial Engineering Track

Select at least 9 hours from:

Courses	Titles	Credits
EN 503	Ergonomics.....	3
EN 504	Scheduling and Sequencing	3
EN 530	Project Planning and Control	3
EN 541	Engineering of Manufacturing Processes.....	3
EN 541L	Engineering of Manufacturing Processes Lab.....	1
EN 543	Quality Control and Reliability.....	3
EN 544	Advanced Engineering Economics	3
EN 573	Computer Integrated Manufacturing	2
EN 573L	Computer Integrated Mfg Lab.....	1
EN 588	Graduate Projects.....	3
EN 590	Special Projects	1-3 VAR
EN 591	Special Topics	1-3 VAR
EN 595	Independent Study.....	1-5 VAR
EN 598	Internship.....	1-6 VAR

The Engineering Management Track

The Engineering Management Track consists of 9 credit hours of graduate level coursework in Accounting, Business Administration, Computer Information Systems, Economics, Finance, Management and/or Marketing. These credit hours must represent a coherent plan of study as approved by the adviser and department.

The Elective Component

For the **non thesis** option, the Elective Component consists of 9 credit hours of coursework of courses approved as electives by the department.

For the **thesis** option the Elective Component consists of 6 credit hours of thesis.

Prerequisites for the MS in Industrial and Systems Engineering (CSU-Pueblo Course Equivalents)

Note that some of the courses listed below may have prerequisites not listed here.

- Problem Solving for Engineers (EN 103)
- Engineering Economy (EN 343)*
- Stochastic Systems Engineering (EN 375)
- Calculus I and II (MATH 126 and 224)
- Calculus-Based Physics I and II (PHYS 221 and 222)

*Any material substituted for EN 343 must include the time value of money topic.

The Thesis Option

MS and MSISE Students choosing the Thesis Option will apply 6 credit hours of EN 599 (Thesis Research) to the Elective Component. A program of study may include more than 6 credit hours of EN 599, but no more than 6 may count towards graduation.

Additional Program of Study Requirements for the MSE and MSISE Programs

For a student to be awarded the MSE or MSISE degree, the student's program of study must also satisfy the following requirements. Additionally, the program of study must be approved by the MSE/MSISE Program Director.

- At least 21 credit hours must be in graduate level engineering courses.
- No more than 9 credit hours of graduate coursework may be accepted as transfer credit from another institution.
- Any course taken as a prerequisite to engineering graduate study at CSU-Pueblo may not be counted towards graduation and must be taken for credit (i.e., not audited).

Advising

Each term, a student must meet with his or her adviser and be advised before the student can register for classes. Students are generally advised by the MSE/MSISE Program Director, unless the student is working on a thesis. Students working on a thesis are typically advised by their thesis advisers. A candidate for the MSE or MSISE degree must work with the adviser to design a program of study. The program of study must be approved by the adviser and department. This process is formalized by submitting a graduation planning sheet to the MSE/MSISE Program Director before the semester prior to graduation.

Admission Requirements

A successful applicant will have a quantitatively based baccalaureate degree from a regionally accredited college or university. Students with non-quantitatively based baccalaureate degrees may be admitted conditionally, but additional prerequisites may be required. Admission to the MSE program or MSISE program requires prior admission to graduate study at CSU-Pueblo. Regulations governing graduate studies are contained in the *Graduate Policies and Procedures Guide* available from the Office of Admissions.

Prerequisite Requirements for Admission

Prior to being admitted to regular status, a student is required to demonstrate preparation for graduate study in the chosen emphasis (for the MSE) or in industrial and systems engineering (for the MSISE). This is done either by completing prerequisite background courses at CSU-Pueblo, by documenting satisfactory completion of equivalent coursework elsewhere, or by demonstrating equivalent work and/or life experience.

Students who do not possess a satisfactory prerequisite background may be admitted conditionally but be required to complete prerequisites. A plan for completing prerequisite requirements in a timely fashion is developed by the student and adviser and must be approved by the MSE/MSISE Program Director.

Graduate Assistantships

Full-time student admitted to the program with regular status are eligible to apply for merit-based, competitive graduate assistantships. Graduate assistants receive financial support from the department in the form of a stipend and/or remission of tuition and fees for one year (two semesters). A graduate assistant who is supported at a funding level equivalent to full-time tuition and fees is required to choose the Thesis Option.

An assistantship is renewable for a second academic year provided the student remains in good academic standing and makes satisfactory progress towards completion of the MSE or MSISE. An award made to a student who does not perform adequately in his or her duties may be rescinded after the first semester of the award period. In extreme circumstances, an award may be rescinded before the end of a semester.

An application for assistantship consists of a résumé and letter of interest addressed to the department chair. For the following academic year, the deadline for application for an assistantship beginning in the Fall semester is April 1. Subject to availability of funds, assistantships may be granted to begin in the Spring semester.

Railroad Engineering Certificate

The Railroad Engineering Certificate Program is a 12-credit hour certificate program housed in the Department of Engineering. The Program is designed to prepare students with an undergraduate degree in engineering (or related field) to succeed in a career in railroad engineering. Coursework includes material from civil, electrical, industrial, and mechanical engineering.

The University does not transcript certificates, so records of the Railroad Engineering Certificate Program and the issuance of the certificate are administered by the Chair of the Department of Engineering.

Student Learning Outcomes

Each student will be able to

- Demonstrate advanced understanding of the fundamental knowledge which serves as the basis for practice in railroad engineering.
- Apply that knowledge in the design and analysis of a system or process to meet specified needs.

Outcomes Assessment Activities

Within the Department's existing assessment structures, the performance of Certificate students in the specific courses will be evaluated separately from other students.

Specific Requirements for the Railroad Engineering Certificate

A student will receive a Railroad Engineering Certificate after completing the following courses with a grade of B or better in each:

Graduate Student (12 credits)

- EN 511 Structural Engineering (3 credits)
- EN 531 Railroad Power Systems (3 credits).
- EN 531 Fleet Management (3 credits)
- EN 552 Vehicle Dynamics (3 credits)

An applicant for the certificate must be admitted as a graduate student and can then complete the certificate in non-degree status. Colorado residents can complete the certificate as guest (for credit) students. If a student decides to later pursue the MS in Engineering with emphasis in Railroad Engineering, the student must apply and be accepted to that degree program; credits completed toward the certificate can be applied toward the degree.

ENGLISH (M.A.)

Program Director: Cynthia Taylor

The Department of English and World Languages offers a general program of study leading to a Master of Arts (M.A.) in English.

Program Goals

The general goals of the English M.A. program are to prepare students for success and advancement in careers in teaching, writing, and scholarship, and to develop their knowledge and skills in the discipline of English studies to professional levels in the following areas:

- The in-depth study of literature.
- Aspects of literary history and cultural studies.
- Literary criticism and theories of reading and interpretation.
- Theories of writing and rhetoric.
- Practical writing skills in a range of professional and creative genres.
- Research techniques for and understanding of the discipline of English studies.
- Pedagogical theories and techniques for various aspects and levels of English studies.

Expected Student Learning Outcomes

- Demonstrates professional level of competency in the study of literature.
- Incorporates theories and strategies of literary and rhetorical criticism at a professional level.
- Reveals professional-level writing skills appropriate to the genre(s) of the work.
- Employs research strategies for English studies in a professional manner.
- Manifests professional understanding of pedagogical theories and strategies appropriate to English.
- Speaks in informed and articulate ways about a range of theory, research, and resources relevant to literature, language, rhetoric, and composition studies.

Additional SLOs for Students Writing a Creative Thesis:

- Produces writing competitive at a publishable level, which reflects an understanding of the creative writing genres, the business of writing, and the drafting and revision process for individual and collections of works.
- Demonstrates a working vocabulary for critical analysis through theoretical venues as well as in-depth study of terminology and form within creative

works to develop strong critiquing skills in the workshop.

Outcomes Assessment Activities

The following measures of learning outcomes will be employed:

- Students' M.A. theses or independent research project essays are evaluated by the thesis director and committee members against a set of rubrics keyed to the program goals.
- All audience members at the oral defenses of theses or independent research project papers are asked to comment in writing on the student's skills and knowledge as evidenced in their performance, and their responses are tabulated cumulatively.

Admission Requirements

General requirements for admission to graduate school at CSU-Pueblo are specified in the Colorado State University-Pueblo Catalog. For English, requirements include a minimum of 3.0 undergraduate grade point average on a 4.0 scale and a Bachelor's degree in English or a related field, with advanced coursework in British and American literature. The Graduate Record Examination is recommended, but not required. Because of necessary enrollment limitations, admission will be competitive; deferred admission is possible.

1. Fill out a copy of the CSU-Pueblo Application for Graduate Admission. This is a two-page form available from the Office of Admissions and on-line. If you need help getting a copy, e-mail to the address given below.
2. Order official copies of **all** transcripts and send to the Graduate coordinator at the postal address below.
3. Write an application statement that gives a detailed account of your background and qualifications and your purpose in seeking the M.A. in English, both practical and intellectual. The Graduate Committee in English understands that students who apply to our graduate program share our dedication and passion for literature and language. In this application statement, we ask that candidates focus on their intellectual life, professional history, and scholarly background in order to demonstrate their potential for success in a rigorous graduate program.
4. Also submit a writing sample of at least 10 pages, such as a paper written for previous English course or another analytic or argumentative essay. If you wish to submit creative work for your writing sample, it should be accompanied by a 5-page commentary.
5. Solicit three letters of recommendation from references able to evaluate your preparation and likelihood of success in graduate study in English. For those who have recently been undergraduate

students, former professors are ideal references. For those long past their undergraduate studies, recommendations from supervisors, colleagues, and others familiar with your work and intellectual abilities can serve as well. If you have been out of school for awhile, but have old letters of recommendations on hand, you may submit them, but please be sure to include at least one current letter. You may collect the letters and submit them with your other application materials, or, if your references prefer, you may have them sent directly to the address below.

6. Prepare a check for the application fee of \$35 made out to Colorado State University-Pueblo and enclose it with your other application materials.
7. Send, or have sent, all these materials (the application form, the check for \$35, the application statement, the writing sample, the three letters of recommendation, and the official transcripts) to:

Graduate Coordinator
 Department of English and World Languages
 Colorado State University-Pueblo
 2200 Bonforte Blvd.
 Pueblo, CO 81001-4901

If you have any questions, please feel free to phone (719-549-2143) or send an email to: joann.pisciotta@csupueblo.edu.

Financial aid in the form of student loans and perhaps some need-based grants may be available. You may apply for it only after your admission to the program is official, but you may inquire about the application process, eligibility, etc. at any time by contacting Financial Aid at (719) 549-2753 or on-line at: <http://www.csupueblo.edu/FinancialAid>.

We accept applications once a year, for fall admission to the program. Please submit your application materials as early as possible—no later than April 1.

Graduation Requirements

Students must maintain an overall grade-point average of 3.00 or higher in courses taken after admission to the degree program. A minimum of 24 credits must be earned at Colorado State University-Pueblo, 21 of which must be earned after admission to the graduate program. Courses from other institutions must be approved by the Graduate Coordinator and officially transferred and appear on the transcript.

Major Requirements

EXAM OPTION:

Courses	Titles	Credits
ENG 501	Theories of Writing.....	3

ENG 502	Research Methods	3
ENG 503	Literary Theory	3
ENG 5xx	Electives	18
ENG 589*	Directed Study for MA Exams.....	3
		TOTAL 30

THESIS OPTION:

Courses	Titles	Credits
ENG 501	Theories of Writing	3
ENG 502	Research Methods	3
ENG 503	Literary Theory	3
ENG 5xx	Electives	15
ENG 599	Thesis.....	6
		TOTAL 30

ENGLISH 3+2 PLAN (BA/MA)

One feature of the English MA program is the 3+2 plan, which is designed to give the opportunity to qualified advanced-level undergraduate students to simultaneously pursue both the Baccalaureate (BS) and Master of Arts (MA) degrees. With this plan, students move quickly toward expanding their scholarly/creative horizons based on the student’s abilities and personal motivation.

Specific requirements for the 3+2 program are included in the English MA description of the *College of Humanities and Social Sciences*, undergraduate programs section of this catalog.

Graduate Certificate in English

The English Program offers an 18-credit graduate certificate in English designed to enable students who have earned a Master’s degree in a discipline other than English to teach college-level courses in English, i.e. in concurrent enrollment programs such as the Senior to Sophomore Program or at community colleges and universities.

The University does not transcript certificates, so records of the Graduate Certificate in English Program and the issuance of the certificate are administered by the Chair of the Department of English.

Courses	Titles	Credits
ENG 501	Theories of Writing	3
ENG 502	Research Methods	3
ENG 503	Literary Theory	3
ENG 5xx	Electives	9
		TOTAL 18

GRADUATE PROGRAMS WITH A MAJOR IN NURSING (MS)

Associate Dean: Dr. Joe Franta

Graduate Coordinator: Dr. Susan Belpert

Faculty: Dr. Coram, Dr. Heintzelman, Howard (MSN), Imes (MSN), Murtagh (MSN), VanWinkle (MSN), Dr. Rooney

The School of Nursing offers a Master of Science (MS) with a major in Nursing in the following emphasis areas:

- Adult/Gerontology Acute Care Nurse Practitioner (AGACNP)
- Adult/Gerontology Acute Care/Family Nurse Practitioner (AGACNP/FNP)
- Psychiatric-Mental Health Nurse Practitioner (PMHNP)
- Nurse Educator

Graduate programs are delivered using a hybrid format (on/off campus and on-line). In order to register for graduate nursing courses students must have unconditional acceptance into the nursing program and follow the degree plan, or register by permission of the graduate nursing program coordinator.

We are seeking approval for a Doctor of Nursing Practice program from the Higher Learning Commission. The program will not commence until this HLC approval is obtained. CSU-Pueblo anticipates a summer 2018 HLC site visit and anticipates notification in early fall. For information please contact the School of Nursing.

Accredited by:

Accreditation Commission for Education in Nursing (ACEN)
 3343 Peachtree Road NE, Suite 850
 Atlanta, Georgia 30326
 Phone: (404) 975-5000
 Website address: www.acenursing.org

School of Nursing Mission

The mission of the School of Nursing is to prepare graduates for professional positions as safe, competent and caring nurses to meet the health care needs of diverse populations.

Program Outcomes

1. Eighty percent of graduates will:
 - Complete the program within one and one half

times the length of the program.

- Express satisfaction with the program.
- Pass national certification exam the first time.
- Be employed in role related professional practice within 6 months.

Expected Student Learning Outcomes

At the completion of the program, graduates will be able to:

1. Integrate evidence-based practice, ethical decision making and technology into advanced nursing practice.
2. Utilize interprofessional collaboration to provide safe, quality patient-centered care.
3. Explore quality improvement initiatives that affect delivery of advanced nursing practice and health care services.

Adult/Gerontology Acute Care Nurse Practitioner Emphasis (AGACNP)

This program prepares students to provide evidence-based, safe, quality patient-centered care in a variety of chronic, acute, and emergent care settings. The graduate will be eligible to take the Adult/Gerontology Acute Care Nurse Practitioner certification examination. The following courses are required.

Fall (Year 1)

Courses	Titles	Credits
NSG 504	NSG Writing & Presentation Skills	1*
NSG 506	Roles, Ethics & Issues	3**
NSG 508	Advanced Practice Theory	3
NSG 571	Health Care Informatics	2

Spring

Courses	Titles	Credits
NSG 550	Health Policy & Finance	3
NSG 551	Health Promotion	2
NSG 562	Advanced Assessment	2
NSG 562/L	Advanced Assessment Lab	1
NSG 570	Advanced Evidence Based Practice	3

Summer

Courses	Titles	Credits
NSG 552	Advanced Pathophysiology	3
NSG 561	Advanced Pharmacology	3
NSG 610	Diagnostic Reasoning	2

Fall (Year 2)

Courses	Titles	Credits
NSG 612L	MS Acute Care Skills Lab	2
NSG 620	MS Adult/Gerontology Acute Care I	2
NSG 620L	MS AGACNP Practicum I	4

Spring

Courses	Titles	Credits
NSG 621	MS Adult/Gerontology Acute Care II	4
NSG 621L	MS AGACNP Practicum II.....	4

Summer

Courses	Titles	Credits
NSG 622	MS Adult/Gerontology Acute Care III	4
NSG 622L	MS AGACNP Practicum III.....	4

Optional

NSG 593	Thesis Seminar	3***
NSG 599	Thesis Research	3-6***

Total Lab Hours	90
Total AGACNP Clinical Semester Hours	570
Total Program Credits.....	51
Optional Elective	1-10

- * NSG 504 is an optional elective to assist students in graduate writing.
- **NSG 506 students must complete 30 contact hours of observational clinical related to their emphasis (30 hours Acute Care).
- ***NSG 593 and NSG 599: Thesis is one of three options to complete graduation requirements.

Adult/Gerontology Acute Care/Family Nurse Practitioner Emphasis (AGACNP/FNP)

This program prepares students to provide evidence-based, safe, quality patient-centered care in a variety of chronic, acute, and emergent care settings. Students will also be prepared for primary care practice across the lifespan. The graduate will be eligible to take the Adult/Gerontology Acute Care Nurse Practitioner certification examination and Family Nurse Practitioner certification examination. The following courses are required:

Fall (Year 1)

Courses	Titles	Credits
NSG 504	NSG Writing & Presentation Skills	1*
NSG 506	Roles, Ethics & Issues	3**
NSG 508	Advanced Practice Theory	3
NSG 571	Health Care Informatics	2

Spring

Courses	Titles	Credits
NSG 550	Health Policy & Finance.....	3
NSG 551	Health Promotion	2
NSG 562	Advanced Assessment.....	2
NSG 562L	Advanced Assessment Lab.....	1
NSG 570	Advanced Evidence-Based Practice	3

Summer

Courses	Titles	Credits
NSG 552	Advanced Pathophysiology.....	3

NSG 561	Advanced Pharmacology	3
NSG 610	Diagnostic Reasoning.....	2

Fall (Year 2)

Courses	Titles	Credits
NSG 612L	MS Acute Care Skills Lab	2
NSG 620	MS Adult/Gerontology Acute Care I	2
NSG 620L	MS AGACNP Practicum I	4
NSG 631	MS Family I.....	2
NSG 638L	MS Family Practicum.....(Var 1-11)***	

Spring

Courses	Titles	Credits
NSG 621	MS Adult/Gerontology Acute Care II.....	4
NSG 621L	MS AGACNP Practicum II	4
NSG 632	MS Family II.....	2
NSG 638L	MS Family Practicum.....(Var 1-11)***	

Summer

Courses	Titles	Credits
NSG 622	MS Adult/Gerontology Acute Care III.....	4
NSG 622L	MS AGACNP Practicum III	4
NSG 633	MS Family III.....	2
NSG 638L	MS Family Practicum.....(Var 1-11)***	

Fall (Year 3)

Courses	Titles	Credits
NSG 638L	MS Family Practicum (option as needed).....(Var 1-11)***	

Optional

NSG 593	Thesis Seminar.....	3****
NSG 599	Thesis Research.....	3-6****

Total Required Family Clinical Hours.....	510
Total AGACNP Clinical Hours	555
Total Clinical Hours	1065
Total Lab Hours.....	90
Total Required Credit Hours	68
Optional Elective	1-10

- * NSG 504 is an optional elective to assist students in graduate writing.
- ** NSG 506 students must complete 30 contact hours of observational clinical related to their emphasis (15 hours Family, 15 hours Acute Care).
- *** NSG 638L students must complete a total of 11 semester hours of Family Practicum, the recommended sequence to graduate in six semesters is: Fall (Year 2) NSG 638L – 4 semester hours, Spring (Year 2) NSG 638L – 4 semester hours and Summer (Year 2) NSG 638 – 3 semester hours.
- ****NSG 593 and NSG 599: Thesis is one of three options to complete graduation requirements.

Psychiatric-Mental Health Nurse Practitioner Emphasis (PMHNP)

This program will prepare students to provide advanced evidence-based patient-centered care psychiatric and mental health patients across the lifespan. The graduate will be eligible to take the Psychiatric-Mental Health Nurse Practitioner certification examination. The following courses are required:

Fall (Year 1)

Courses	Titles	Credits
NSG 504	NSG Writing & Presentation Skills	1*
NSG 506	Roles, Ethics & Issues	3**
NSG 508	Advanced Practice Theory	3
NSG 571	Healthcare Informatics	2
NSG 676	Theoretical Mental Health Models.....	2

Spring

Courses	Titles	Credits
NSG 550	Health Policy & Finance	3
NSG 551	Health Promotion	2
NSG 562	Advanced Assessment.....	2
NSG 562L	Advanced Assessment Lab.....	1
NSG 570	Advanced Evidence-Based Practice	3

Summer

Courses	Titles	Credits
NSG 552	Advanced Pathophysiology.....	3
NSG 561	Advanced Pharmacology	3
NSG 678	Psychiatric Assessment & Evaluation	2
NSG 679	Psychiatric Differential Diagnosis.....	2

Fall (Year 2)

Courses	Titles	Credits
NSG 677	Psychopharmacology.....	2
NSG 681	MS Psych Mental Health I.....	2
NSG 681L	MS PMH Practicum I.....	4

Spring

Courses	Titles	Credits
NSG 682	MS Psych Mental Health II.....	4
NSG 682L	MS PMH Practicum II.....	4

Summer

Courses	Titles	Credits
NSG 683	MS Psych Mental Health III	4
NSG 683L	MS PMH Practicum III.....	4

Optional

NSG 593	Thesis Seminar	3
NSG 599	Thesis Research	3-6

Total Lab Hours..... 30

Total Clinical Practice Hours.....570

Total Required Program Credits55

Optional Elective1-10

* NSG 504 is an optional elective to assist students in graduate writing.

**NSG 506 students must complete 30 contact hours of observational clinical related to their emphasis (30 hours Psychiatric Mental Health).

***NSG 593 and NSG 599: Thesis is one of three options to complete graduation requirements.

MS-Nurse Educator

The Department of Nursing offers the Master of Science degree with a major in nursing emphasis Nurse Educator. Master's-prepared nurses may complete a post graduate certificate in the nurse educator emphasis. This program prepares the nurse to practice as faculty in colleges, universities, hospital-based schools of nursing or technical schools, or as staff development educators in health care facilities. Nurse educators serve as role models and provide leadership needed to implement evidence-based practice. These leaders document the outcomes of educational programs and guide students through the learning process. The shortage of nurse educators may enhance career prospects since it affords job security and provides opportunities for nurses to maintain dual roles as educators and direct patient care providers.

Nurse Educator Emphasis

This program prepares the nurse to practice as faculty in colleges, universities, hospital-based schools of nursing or technical schools, or as staff development educators in health care facilities. The graduate will be eligible to take the National League for Nursing Certified Nurse Educator Examination. Master's-prepared nurses may complete a post graduate certificate in the nurse educator emphasis. The following courses are required:

Fall (Year 1)

Courses	Titles	Credits
NSG 504	NSG Writing & Presentation Skills	1*
NSG 552	Advanced Pathophysiology.....	3
NSG 561	Advanced Pharmacology	3
NSG 575	Curriculum Development	3

Spring

Courses	Titles	Credits
NSG 548	Healthcare: Ethics, Law & Policy.....	3
NSG 562	Advanced Assessment	2
NSG 562L	Advanced Assessment Lab	1
NSG 512	Research & Evidenced Based Practice.....	3
NSG 576	Instructional Strategies	3

Summer

Courses	Titles	Credits
NSG 551	Health Promotion	2
NSG 577	Assessment & Evaluation	3
NSG 583	Nurse Educator Seminar.....	1
NSG 583L	Nurse Educator Practicum	3

Optional Thesis Elective

Courses	Titles	Credits
NSG 593	Thesis Seminar	3*
NSG 599	Thesis Research	3-6**

Total Required Program Credits 30

Optional Elective 1-10

* NSG 504 is an optional elective to assist students in graduate writing.

** NSG 593 and NSG 599: Thesis is one of three options to complete graduation requirements.

Admission Criteria

ADN RN to MS Pathway

Associate degree RNs may apply for a continuous pathway to receive the BSN and the MS in one of the 4 graduate emphasis areas offered. Admission requirements for both and ADN RN-BSN and MS programs must be met to enter this pathway with two exceptions:

1. CSU-Pueblo RN-BSN program must be satisfactorily completed in order to *continue* into the MS program.
2. Required RN practice hours must be completed *prior to continuing* into the MS program. (Curriculum and admission requirements for the RN-BSN may be found in the undergraduate nursing portion of this catalog.)

BSN to MS

Students are responsible for following all admission policies and procedures as outlined in the *Graduate Programs* section of the University catalog.

1. Baccalaureate degree in nursing from an institution accredited by a regional accreditation agency (or equivalent).
2. 4000 hours (2 years full-time) experience as a registered nurse (Nurse Educator emphasis only).
3. 2000 Hours (1 year full-time) experience as a registered nurse (AGACNP, AGACNP/FNP and PMHNP emphases only).
4. Undergraduate BSN cumulative GPA of 3.0.
5. Undergraduate statistics course with a grade of C or higher.
6. Application for admission to graduate programs in the Office of Admission (admission to graduate programs does not constitute admission to the nursing graduate program).
7. Application for admission to nursing graduate program in the School of Nursing.
8. Proof of active, unrestricted Colorado Registered Nurse license.
9. Background check per Colorado Law (see application).

10. Current immunizations as stated on application.
11. Current certification in CPR (Health Care Provider – C or equivalent).
12. Three letters of recommendation:
 - a. Professional or Academic
 - b. Clinical
 - c. Other
13. Formal Letter of intent that includes:
 - a. Brief summary of professional and academic accomplishments
 - b. Reason for pursuing advanced degree
 - c. How applicant will manage work, home, and study
14. Curriculum Vitae
(Use the template located under *Graduate Nursing Student Application Instructions on the website*)
15. Proof of current student nurse practitioner malpractice insurance or for nurse educator proof of RN malpractice insurance from company approved by School of Nursing

Preference for acceptance will be given to applicants who have:

1. More than 2 years of practice experience
2. One year or more of experience as a clinical adjunct instructor (Nurse Educator only)
3. Residency in Southern Colorado
4. Graduate from CSU-Pueblo

If accepted into the MS program, requirements prior to deadline prior to attending first class include:

1. Drug screen
2. Physical exam within last 12 months

Graduation Requirements for MS

The graduate degree will be granted to candidates who meet all of the University catalog requirements plus the following:

1. Graduate cumulative GPA of 3.0 or better.
2. All courses must be passed with a B or better.
3. Completed oral comprehensive exam or directed research or thesis. If choosing to complete a directed research project or thesis you will need to contact the Graduate Nursing Program Coordinator by the end of your second semester or as directed by degree plan.

Acceptance of Transfer Credits

Transfer credit will be awarded per the published Graduate Programs section of the University catalog. Nine semester hours of transfer credits from an accredited institution may be applied to the degree with approval of the graduate program coordinator.

Time Limits

Courses completed 6 or more years before the date of graduation will not be accepted as satisfying graduation requirements without the approval by the graduate nursing program coordinator.

POST MASTERS CERTIFICATION

- Adult/Gerontology Acute Care Nurse Practitioner
- Adult/Gerontology Acute Care/Family Nurse Practitioner
- Psychiatric-Mental Health Nurse Practitioner
- Nurse Educator

Students seeking post masters certification in the program who already have a nursing graduate degree are evaluated on an individual basis. Their plan of study is based on their academic credentials. The Colorado State University-Pueblo requirements state a student must complete a minimum of 15 postgraduate credit hours to be eligible for a post masters certification. Core courses must be completed to meet the mandates of the Colorado State Board of Nursing for Advanced Nursing Practice. A total of 500 clinical hours must be documented for each nurse practitioner emphasis. The student's plan is developed based on the academic course work already completed. Post masters certification can be earned in all emphasis areas.

PLANNED PROGRAMS

DOCTOR of NURSING PRACTICE (DNP)

We are seeking approval for this program from the Higher Learning Commission. The program will not commence until this HLC approval is obtained. CSU-Pueblo anticipates a summer 2018 HLC site visit and anticipates notification in early fall. For information please contact the School of Nursing.

MASTER OF SCIENCE ATHLETIC TRAINING (MS)

Colorado State University-Pueblo is planning to offer a Master of Science in Athletic Training degree, subject to Higher Learning Commission approval anticipated in Fall, 2018. For information please contact the Exercise Science and Health Promotion Department.

COLLEGE OF EDUCATION, ENGINEERING, AND PROFESSIONAL STUDIES

Dr. Sylvester A. Kalevela, Dean

Academic Departments/Units

Engineering Technology, Construction and Automotive Industry Management

Majors: Automotive Industry Management (BS)
Civil Engineering Technology (BSCET)
Construction Management (BS)

Minor: Automotive Industry Management

Engineering

Majors: Engineering (BSE) –Specialization: Mechatronics
Engineering (MS)
(See *Graduate Programs* section of catalog)
Emphasis Areas:
Mechatronics
Railroad Engineering
Industrial Engineering (BSIE)
Industrial and Systems Engineering (MS)
(See *Graduate Programs* section of catalog)

Minors: Engineering
Industrial Engineering
Sustainability

Certificates: Lean Green Belt
Six Sigma Green Belt
Railroad Engineering

Exercise Science, Health Promotion, and Recreation

Major: Exercise Science, Health Promotion and Recreation (BS)
Emphasis Areas:
General Exercise Science
Health Promotion
K-12 Physical Education Teacher Preparation
Pre-Athletic Training
Recreation
Strength & Conditioning

Minors: Coaching
Exercise Science and Health Promotion
Fitness and Recreational Sports Management
Outdoor Physical Education
Recreation

Major: Nursing (BSN)
Nursing (MS)
(See *Graduate Programs* section of catalog)
Emphasis Areas for MS Nursing:
Adult/Gerontology Acute Care Nurse Practitioner
Adult/Gerontology Acute Care/Family Nurse Practitioner
Nurse Educator
Psychiatric-Mental Health Nurse Practitioner
Post Masters Certification

Teacher Education Program

Major: Early Childhood Education (BS)
Emphasis Area:
K-3 Licensure
Liberal Studies (BS)
Education (M.Ed.)
(See *Graduate Programs* section of catalog)
Emphasis Areas:
Art Education
Curriculum and Instruction
Early Childhood Education
Early Learning
English
Health & Physical Education
Instructional Technology
Linguistically Diverse Education
Music Education
Space Studies for Educators
Special Education
World Language

Licensure Areas: Early Childhood (K-3)
Elementary (K-6)
Secondary (7-12)
K-12

Minors: Education
Reading

Mission

The College of Education, Engineering, and Professional Studies degree programs reflect Colorado State University-Pueblo's professional focus and are designed to prepare graduates for positions in industry, education, business, and governmental agencies.

The mission of the College is to offer a career-oriented education that efficiently and effectively prepares students to excel as professionals.

Mission objectives:

- To be the premier educational institution in Southern Colorado that provides professional programs.
- To be the preferred source in Southern Colorado for consulting services, research effort, service learning, and other linkages to the public schools, industry, and the community.
- To be recognized for effectiveness in the professional development of faculty, staff, and students.

The College embraces the model of continuous improvement through the use of assessment in evaluating and improving student learning.

DEPARTMENT OF ENGINEERING TECHNOLOGY, CONSTRUCTION AND AUTOMOTIVE INDUSTRY MANAGEMENT

Department Chair: Michael A. Mincic

AUTOMOTIVE INDUSTRY MANAGEMENT PROGRAM

Program Coordinator: Cathi J. Robbe

Faculty: Bencini, Fass, Robbe

The major in Automotive Industry Management (AIM) leads to a Bachelor of Science (BS) Degree with a Business Administration minor. The AIM program also offers an AIM minor to complement other CSU-Pueblo degrees. The AIM degree is designed to prepare students for automotive industry management careers by providing automotive management skills, supported by the business and technical background requisite for success in the automotive industry. The curriculum emphasizes personnel supervision, financial analysis, customer relations, warranty administration, sales promotions and techniques of technical problem-solving, service management, marketing, merchandising and distribution methods used by the automotive aftermarket, automotive manufacturer and import industries.

Program Goals

- Prepare students with the appropriate knowledge and skills to enter the workforce as productive, accountable and responsible employees.
- To provide students with theoretical and hands-on laboratory experiences designed to develop the knowledge and skills for success in automotive management careers.

- To utilize an advisory committee of automotive business leaders to advise and support the AIM program on a range of issues, which includes keeping the curriculum current with industry needs.

Student Learning Outcomes

Students in the AIM Program will be able to:

- Analyze financial profitability, efficiency and productivity of an automotive industry business;
- Manage and implement retail inventory control systems;
- Demonstrate knowledge and ability to apply automotive industry health, safety, and environment regulations;
- Demonstrate critical thinking and problem solving in the diagnosis and service of automotive systems;
- Demonstrate professional writing and oral presentation skills; and
- Develop employment seeking skills required to obtain an entry level management position in the automotive industry.

General Requirements for the AIM Program

- AIM majors are required to complete an approved curriculum with a minimum grade of C earned in all courses having an AIM prefix.
- AIM majors are required to demonstrate intellectual skills and knowledge in related business courses to satisfy the minor and institutional requirements.
- AIM minors are required to complete the approved curriculum with a minimum grade of C earned in all minor courses having an AIM prefix.

Requirements for the AIM Major

AIM Courses	Titles	Credits
AIM 105	Intro to the Parts & Service Industry.....	1
AIM 115	Automotive Engine Design, Operation and Repair.....	5
AIM 125/L	Automotive Suspension & Brake Systems/Lab	4
AIM 155	Automotive Parts Operations	4
AIM 165/L	Automotive Power Trains & Drive Lines/Lab.....	4
AIM 235/L	Automotive Fuel Systems & Exhaust Emissions/Lab.....	4
AIM 245/L	Automotive Electrical Systems I/Lab	4
AIM 255/L	Automotive Electrical Systems II/Lab	4
AIM 265	Automotive Parts Management Systems	4
AIM 305	Regulatory, Enviro, Health Issues	3
AIM 325	Fuels and Lubricant Production, Marketing and Conservation	3
AIM 335	Automotive Shop Practices	5
AIM 345	Advanced Automotive Systems.....	5

AIM	405	Personal Selling Methods & Techniques.....	4
AIM	425	Automotive Financial Management	5
			TOTAL 59

Other Required Major Courses*

Courses		Titles	Credits
BUSAD	302	Ethics in Business.....	3
CIS	xxx	Course(s) Guided Electives	2
MGMT	311	Operations and Quality Management ...	3
MGMT	318	Human Resource Management.....	3
MATH	156	Introduction to Statistics.....	3
COMR	103	Speaking and Listening	3
			TOTAL 17

*Students must complete these required major courses with a cumulative grade point average of 2.0 or better.

Specific Business Administration Minor Courses*

Courses		Titles	Credits
ACCTG	201	Principles of Financial Accounting	3
ACCTG	202	Principles of Managerial Accounting.....	3
ECON	201	Principles of Macroeconomics	3
ECON	202	Principles of Microeconomics	3
FIN	330	Principles of Finance	3
MGMT	201	Principles of Management	3
MKTG	340	Principles of Marketing	3
			TOTAL 21

*A cumulative grade point average of 2.000 is required in the BUSAD minor courses.

Institutional and General Education

Please refer to the *General Education Requirements* in the Undergraduate Programs section of this catalog or refer to your individual program’s curriculum sheet.

Requirements for the AIM Minor

AIM Courses		Titles	Credits
AIM	125/L	Automotive Suspension and Brake Systems/Lab.....	4
AIM	235/L	Automotive Fuel Systems and Exhaust Emissions/Lab	4
AIM	245/L	Automotive Electrical Systems I/Lab.....	4
Approved AIM Electives (min)			8
			TOTAL 20

Outcomes Assessment Activities

- Graduating students complete an exit survey that provides feedback on the quality and usefulness of the coursework for professional preparation.
- Employer surveys are collected every three years.
- The AIM Advisory Committee meets every fall semester to review the three year cycle report and make suggestions for program improvement. The committee also meets with current AIM students for an open discussion regarding the AIM program.
- Assessment materials are collected yearly, (except the employer survey) and analyzed and reported on a three year cycle.

CIVIL ENGINEERING TECHNOLOGY PROGRAM

Department Chair: Michael Mincic

Faculty: Kalevela, Mincic

The major in civil engineering technology leads to a Bachelor of Science in Civil Engineering Technology (BSCET) Degree. This program is accredited by the Engineering Technology Accreditation Commission of ABET, <http://www.abet.org>

Program Education Objectives

The objective of the Civil Engineering Technology (CET) program at Colorado State University-Pueblo is to provide an integrated educational experience so that its graduates are:

- Prepared to apply established engineering principles and standards of practice in developing solutions to civil engineering problems, and
- Prepared for successful careers in civil engineering by providing them with the ability to contribute to engineering teams in various practice areas including (a) engineering analysis and design, (b) construction planning and management, (c) experimentation, (d) technical documentation, and (e) systems operations or maintenance.

Program Emphasis

The CET major is designed to produce civil engineering technologists who (a) are capable of performing engineering surveys; (b) can perform standard analysis and design of elements of structures, water systems, and transportation systems; (c) are capable of conducting standard laboratory and field tests for construction materials and soils; and (d) can manage a construction project.

The civil engineering technology curriculum places emphasis on hands-on experience obtained through laboratory activities that include: (a) testing engineering/construction materials; (b) developing technical solutions to problems using established engineering analysis and design principles; (c) performing cost and economic analysis of technical solutions; and (d) developing plans and schedules for construction projects.

Student Learning Outcomes

Students who complete the CET program at CSU-Pueblo will have the ability to:

- Apply knowledge, techniques, skills, and tools of the civil engineering discipline to engineering technology activities;
- Select and apply a knowledge of mathematics, science, engineering, and technology to civil engineering technology problems;
- Conduct standard tests and measurements, analyze and interpret experimental data, and apply experimental results to improve processes;
- Design systems, components, or processes for civil engineering technology problems;
- Function effectively as members or leaders on a technical team;
- Identify, analyze, and solve broadly-defined engineering technology problems;
- Communicate effectively regarding subjects related to engineering technology activities;
- Demonstrate a disposition to engage in self-directed continuing professional development;
- Demonstrate an understanding of professional and ethical responsibilities;
- Demonstrate an understanding of the impact of engineering technology solutions to society; and
- Demonstrate commitment to quality, timeliness, and continuous improvement.

In addition, in order to enable graduates to attain the CET program educational objectives, CET students are trained to acquire specific skills and the ability to:

- Utilize principles and appropriate technology to produce drawings, reports, quantity estimates, and other documents related to civil engineering;
- Conduct standardized field and laboratory tests related to civil engineering;
- Utilize surveying methods and equipment to perform land measurement or construction layout;
- Apply fundamental computational methods and elementary analytical techniques to solve civil engineering technology problems;
- Plan and prepare documents appropriate for design and construction;
- Perform economic analyses and cost estimates

related to design, construction, operations and maintenance of systems associated with civil engineering;

- Select appropriate engineering materials and practices; and
- Perform standard analysis and design of elements for structures, hydraulic and hydrologic systems, construction operations, and transportation systems.

The Civil Engineering Technology Curriculum

The CET curriculum consists of courses listed under the following major categories:

Math, Science and Computer Courses

Courses	Titles	Credits
CIS 100	Intro to Word and Windows	1
CIS 103	PowerPoint and Web Publishing	1
CIS 104	Excel Spreadsheets.....	1
CHEM 111/L	Principles of Chemistry/Lab.....	4
MATH 121	College Algebra	4
MATH 124	Pre-Calculus Math	5
MATH 126	Calculus & Analytic Geometry I	5
PHYS 201/L	Principles of Physics I/Lab.....	4
		TOTAL 25

Technical Sciences for Civil Engineering Technology

Courses	Titles	Credits
CET 202	Statics.....	3
CET 206	Strengths of Materials.....	4
CET 222	Dynamics.....	3
CET 226	Engineering Problem Solving	2
		TOTAL 12

Civil Engineering Technology Courses

Courses	Titles	Credits
CET 101	Intro to Civil Engineering Technology...2	
CET 102	Surveying I.....	3
CET 103	Surveying II.....	3
CET 115	Civil Drafting I	3
CET 116	Civil Drafting II	3
CET 207	Construction Materials & Methods.....	3
CET 208	Concrete & Asphalt Materials	3
CET 305	Heavy/Highway Cost Estimating.....	3
CET 315	Soil Mechanics Technology	3
CET 316	Structural Analysis.....	3
CET 317	Hydraulics.....	3
CET 372	Traffic Analysis and Control.....	3
CET 404	Structural Steel Design.....	3
CET 405	Reinforced Concrete Design.....	3
CET 412	Hydrology	3
CET 415	Water & Sewer Systems Design.....	3

CET	455	Senior Project Seminar.....	1
CET	456	Senior Project.....	3
CET	473	Highway Design.....	3
			TOTAL 54

Civil Engineering Technology Elective Courses
(Select two courses for a total of 6 credits.)

Courses	Titles	Credits	
CET 303	Construction Management.....	3	
CET 304	Building Cost Estimating.....	3	
CET 312	Route Surveying.....	3	
CET 401	Land Surveying.....	3	
CET 414	Bridge Design.....	3	
CET 475	Engineer-in-Training Preparation.....	3	
CET 491	Special Topics.....	1-3 Var	
CET 495	Independent Study.....	1-3 Var	
			TOTAL 6

Technical Elective

Course	Title	Credits
Technical Elective (3 credit hours)	3

Graduation Requirements

CET Program Requirements

- Students are required to complete an approved program of study with a cumulative GPA of 2.000 or better in the CET major courses.
- Students are required to demonstrate skill and knowledge in the areas of quantitative analysis and science by having a cumulative GPA of 2.000 or better in the required mathematics and physics courses.
- Civil Engineering Technology majors are required to demonstrate the ability to solve problems appropriate to their discipline and to complete a final senior-year technical project requiring a written report and an oral presentation.

Institutional and General Education

To complete the General Education requirements, students are required to take a total of 35 credit hours consisting of the skills and knowledge components as specified under the undergraduate *General Education Requirements* section of this catalog. Civil Engineering Technology (CET) students take 11 of the 35 credit hours of the general education requirements under the required math and physical science courses.

Therefore, the CET majors are expected to take 24 credit hours to complete the skills and knowledge components of the general education requirements. The

skills and knowledge components include (a) Written Communication (6 credit hours), (b) Humanities and Speech Communication (9 credit hours), (c) History (3 credit hours) and (d) Social Sciences (6 credit hours). Please refer to the undergraduate *General Education Requirements* section of this catalog for actual courses required to fulfill the skills and knowledge components. General Education Requirements in Written Communication, Humanities, History and Social Sciences..... 24

Co-curricular Activities

The CET faculty supports and encourages the involvement of civil engineering technology majors in at least one technical organization relevant to the civil engineering discipline.

Outcomes Assessment Activities

- To be eligible for graduation, all civil engineering technology majors are required to take an exit examination. The results of the exit examination are used in the evaluation of the program but have no effect on student's GPA.
- Graduates and their employers are surveyed on program satisfaction and job performance following their graduation.

Civil Engineering Technology Typical Schedule of Courses

Freshman - Fall

Courses	Titles	Credits	
CET 101	Intro to Engineering Technology.....	2	
CET 102	Surveying I.....	3	
CET 115	Civil Drafting I.....	3	
CIS 100	Intro to Word & Windows.....	1	
CIS 103	PowerPoint and Web Publishing.....	1	
CIS 104	Excel Spreadsheets.....	1	
MATH 121	College Algebra.....	4	
			TOTAL 15

Freshman – Spring

Courses	Titles	Credits	
CET 103	Surveying II.....	3	
CET 116	Civil Drafting II.....	3	
ENG 101	Composition I.....	3	
MATH 124	Pre-Calculus Math.....	5	
General Education: Humanities.....		3	
			TOTAL 17

Sophomore - Fall

Courses	Titles	Credits
CET 202	Statics.....	3
CET 207	Construction Materials & Methods.....	3
CET 226	Engineering Problem Solving.....	2
MATH 126	Calculus & Analytic Geometry I.....	5
PHYS 201/L	Principles of Physics I/Lab.....	4
		TOTAL 17

CET Elective	3
TOTAL 12	

Total required credit hours 124

CONSTRUCTION MANAGEMENT PROGRAM

Department Chair: Michael Mincic

The major in construction management leads to the Bachelor of Science (BS) degree in Construction Management. Graduates of the Construction Management (CM) program enter the industry as project superintendents, field supervisors, project managers, or owner's representatives for a variety of construction related firms such as general contractors, specialty subcontractors, construction managers, designers, developers, consultants, or owners.

Program Goals

The goal of the Construction Management program is to prepare baccalaureate degree graduates who have the necessary skills to plan, organize, staff, lead and exercise control in the directing and coordinating of resources to achieve construction project objectives. Therefore, the objective of the program is to produce graduates who have the technical grounding in construction processes for infrastructure and have managerial skills to plan and direct projects.

Student Learning Outcomes

Students who successfully complete the CM program are expected to have the ability to:

- Apply knowledge, techniques, skills, and tools of the construction industry in construction activities;
- Select and apply knowledge of mathematics, science, and technology to construction problems;
- Perform standard tests, organize and interpret test data, and apply test results to improve construction processes;
- Function effectively as members or leaders on construction teams;
- Communicate effectively regarding subjects related to construction activities; and
- Demonstrate an understanding of professional and ethical responsibilities.

Construction Management Curriculum

The CM curriculum consists of courses listed under the major categories listed below.

Sophomore - Spring

Courses	Titles	Credits
CET 206	Strength of Materials.....	4
CET 208	Concrete and Asphalt Materials.....	3
CET 222	Dynamics.....	3
ENG 102	Composition II.....	3
General Education: Social Science		3
		TOTAL 16

Junior - Fall

Courses	Titles	Credits
CET 305	Heavy/Highway Cost Estimating.....	3
CET 316	Structural Analysis.....	3
CET 317	Hydraulics.....	3
CHEM 111/L	Principles of Chemistry/Lab.....	4
COMR 103	Speaking and Listening	3
		TOTAL 16

Junior - Spring

Courses	Titles	Credits
CET 315	Soil Mechanics Technology.....	3
CET 372	Traffic Analysis and Control.....	3
CET 412	Hydrology	3
General Education: Humanities.....		3
General Education: Social Science		3
		TOTAL 15

Senior - Fall

Courses	Titles	Credits
CET 405	Reinforced Concrete Design	3
CET 415	Water & Sewer System Design	3
CET 455	Senior Project Seminar	1
CET 473	Highway Design.....	3
CET Elective		3
General Education: History		3
		TOTAL 16

Senior - Spring

Courses	Titles	Credits
CET 404	Structural Steel Design.....	3
CET 456	Senior Project	3
Technical Elective		3

Skills Component

Courses	Titles	Credits
ENG 101	Composition I.....	3
ENG 102	Composition II.....	3
		TOTAL 6

Knowledge Component

Courses	Titles	Credits
COMR 103	Speaking and Listening	3
	General Education: History	3
	General Education: Humanities.....	6
	Social Sciences (6 hours listed under Business**)	.....
		TOTAL 12

Math and Sciences

Courses	Titles	Credits
MATH 121	College Algebra	4
MATH 156	Introduction to Statistics.....	3
CHEM 111/L	Principles of Chemistry/Lab OR	
GEOL 101/L	Earth Science/Lab	4
PHYS 201/L	Principles of Physics/Lab.....	4
		TOTAL 15

Business and Management

Courses	Titles	Credits
ACCTG 201	Principles of Financial Accounting	3
BUSAD 270	Business Communications	3
BUSAD 302	Ethics in Business.....	3
ECON 201**	Principles of Macroeconomics	3
ECON 202**	Principles of Microeconomics	3
MGMT 201	Principles of Management	3
		TOTAL 18

** ECON 201 and 202 are also counting for the Social Science General Education Requirement.

Introduction to Computers

Courses	Titles	Credits
CIS 100	Introduction to Word and Windows.....	1
CIS 103	PowerPoint & Web Publishing	1
CIS 104	Excel Spreadsheets.....	1
		TOTAL 3

Major Courses

Courses	Titles	Credits
CET 102	Surveying I.....	3
CET 103	Surveying II.....	3

CET 115	Civil Drafting I	3
CET 207	Construction Materials & Methods.....	3
CET 208	Concrete and Asphalt Materials.....	3
CET 303	Construction Management	3
CET 304	Building Cost Estimating.....	3
CET 305	Heavy/Highway Cost Estimating.....	3
CM 101	Intro to Construction Management	2
CM 231	Statics and Structures	4
CM 320	Soils in Construction.....	3
CM 330	Wood Structural Systems	3
CM 341	Concrete and Steel Structures.....	4
CM 351	Construction Planning & Scheduling	3
CM 445	Construction Safety	2
CM 451	Mechanical & Electrical Systems.....	4
CM 461	Construction Law.....	3
CM 465	Construction Accounting & Finance.....	3
CM 475	Senior Project.....	3

TOTAL 58

Technical and Management Electives

Select from ACCTG, BUSAD, CET, CM, EN, FIN, MGMT or MKTG.....5

Upper Division Technical and Management Electives

Select from ACCTG, BUSAD, CET, CM, EN, FIN, MGMT or MKTG.....3

Total required credit hours..... 120

Graduation Requirements

Construction Management Program Requirements

- Students are required to complete an approved program of study with a cumulative GPA of 2.000 or better in the CM major courses.
- Students are required to demonstrate skills and knowledge in the areas of quantitative analysis and science by having a cumulative GPA of 2.000 or better in the required mathematics and physical science courses.
- Construction management majors are expected to demonstrate the ability to solve problems pertinent to the construction industry by completing a senior-year capstone activity that requires a packaged submittal and an oral presentation.

Institutional and General Education Requirements

To complete the General Education requirements, students are required to take a total of 35 credit hours consisting of the skills and knowledge components as specified under the undergraduate *General Education Requirements* section of this catalog. Construction Management (CM) students will take 17 of the 35 credit

hours of the general education requirements under the required math and physical science courses and the required business and management component.

Therefore, the CM majors are expected to take 18 credit hours to complete the remaining skills and knowledge components in Written Communication (6 credit hours), Humanities and Speech Communication (9 credit hours), and History (3 credit hours). Please refer to the undergraduate *General Education Requirements* section of this catalog for the list of courses that can be taken to fulfill the skills and knowledge components.

General Education Requirements in Written Communication, Humanities, and History 18

Outcomes Assessment Activities

- To be eligible for graduation, all construction management majors are required to take an exit examination. The results of the exit examination are used in the evaluation of the program but have no effect on the student’s GPA.
- Graduates and their employers are surveyed on program satisfaction and job performance following their graduation.
- The CM Advisory Committee meets every year to review the three year cycle report and make suggestions for program improvement. The committee also meets with current CM students for an open discussion regarding the CM program.

Co-curricular Activities

The CM faculty supports and encourages the involvement of construction management majors in at least one technical organization relevant to the construction enterprise.

**JOINT BS-CM/MBA
(3 PLUS 2 Program)**

Admission Requirements

The BS-CM/MBA program is unique. It allows qualified students to earn both a BS degree in Construction Management and an MBA concurrently.

Students are required to take the Graduate Management Admissions Test (GMAT). An admission index formula of 200 times the undergraduate GPA (4.000 system) plus the GMAT score is used as an admission score. The undergraduate GPA must be based on a minimum of 90 semester hours of course work, including MGMT 201, FIN 330, and MKTG 340. Students must have a minimum GPA of 3.5 and a GMAT of at least 450 (i.e., an index of 1100) to be admitted to the program. Students may also take the

GRE and receive a 152 on the Verbal Reasoning and a 152 on the Quantitative Reasoning to be admitted to the program.

Prior to enrolling in the first 500-level course, students are expected to have completed a significant portion of the requirements for their undergraduate major and must have submitted an acceptable GMAT.

NOTE: CM Students are strongly encouraged to establish an academic advisor in both in Construction Management and Business Administration as early as possible in the process to ensure efficient academic planning. Students are also strongly encouraged to complete an internship prior to enrolling in graduate-level courses.

General Requirements

Students in the joint BS-CM/MBA program must complete:

- ACCTG 201, ECON 202, FIN 330 and MKTG 340;
- The CM Required Course Core (excluding BUSAD 302, replaced by BUSAD 502)
- The CM major within the College of Education, Engineering and Professional Studies and;
- All remaining specified MBA courses.

In order to minimize additional credits being required BS-CM/MBA students must take the graduate courses MGMT 520, MGMT 511, and MGMT 585 in place of the 9 credits of Technical and Management Electives. If CM majors take different undergraduate courses, they will still be required take the needed MBA courses to complete both degrees.

In addition, students must satisfy all GPA requirements for the BS in CM and the MBA (see the MBA listing under the *Graduate Programs* section of the catalog).

Special Projects and Internships will not be substituted for required CM major courses. Independent Studies will not be substituted for required MBA courses.

MBA Core

Courses	Titles	Credits
ACCTG 510	Managerial Accounting.....	3
BUSAD 502	Business Ethics and Environment.....	3
BUSAD 575	International Business.....	3
ECON 510	Economics for Managers.....	3
FIN 530	Financial Management.....	3
MGMT 511	Production/Operations Management.....	3
MGMT 520	Management of Organizational Behavior.....	3
MGMT 565	Management Information Systems.....	3
MGMT 585	Management Policy & Strategy.....	3
MKTG 540	Marketing Management.....	3

In addition, the following MBA courses must be completed:

Courses	Credits
Approved Graduate Electives.....	6
TOTAL GRADUATE	
	36

In summary, the joint degree plan has the following requirements:

General Education.....	33
Introduction to Computers	3
Business and Management	*18
Construction Management Major	58
Technical and Management Electives.....	9
MBA requirements.....	36
JOINT DEGREE TOTAL	
	145

*ECON 201 and ECON 202 are counted in General Education.

Independent Studies, Directed Studies, Internships, and Special Projects will not be substituted for core or required courses. They may count only as electives.

Students who complete part of the joint degree plan but decide to opt out of the MBA program and continue towards earning **only** the BSBA are granted credit towards the BSBA for 500-level courses taken as follows:

500-Level Course Taken	300- and 400-Level Course Credit
ACCTG 510	ACCTG 495
BUSAD 502	BUSAD 302
ECON 510	ECON 308
MGMT 511	MGMT 311
MGMT 520	MGMT 301
MGMT 585	MGMT 485
MKTG 540	MKTG 495
ACCTG, BUSAD, ECON, FIN, MGMT, MKTG	
575	475

DEPARTMENT OF ENGINEERING

Department Chair: Jane M. Fraser

Faculty: Ansaf, Bedoya Valencia, DePalma, Fraser, Jaksic, Wollega, Yuan

The Department of Engineering offers the following engineering programs and certificates.

- The Bachelor of Science in Engineering with a Mechatronics specialization (BSE)

- The Bachelor of Science in Industrial Engineering (BSIE)
- The Master of Science in Engineering (MS)
- The Master of Science in Industrial and Systems Engineering (MS)
- The Pre Engineering program
- The Minor in Engineering
- The Minor in Industrial Engineering
- Lean Green Belt Certificate
- Six Sigma Green Belt Certificate
- Railroad Engineering Certificate

The Department of Engineering also offers the following minor that is open to all students in all majors:

- The Minor in Sustainability

The BSE is a 4-year program that can be completed at CSU-Pueblo. The program is accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>. The BS in Engineering with specialization in mechatronics is a flexible, broad degree that prepares graduates to work in many industries. Mechatronics combines mechanical and electrical engineering with computers to create devices that make our lives better. Electrical and mechanical systems, controlled by computers, are at the core of a wide range of processes and products. Robots, the Mars Rover, a heart-lung machine, a computer controlled telescope, and a nano-scale microscope are all examples of mechatronics.

The BSIE is a 4-year program that can be completed at CSU-Pueblo. The program is accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>. As defined by the Institute of Industrial Engineers, "industrial engineering is concerned with the design, improvement and installation of integrated systems of people, materials, information, equipment, and energy. It draws upon specialized knowledge and skill in the mathematical and physical sciences, together with the principles and methods of engineering analysis and design, to specify, predict and evaluate the results to be obtained from such integrated systems." Industrial engineering is a major branch of engineering with applications in manufacturing, service, governmental, and non-profit organizations. Industrial engineers are productivity and quality specialists who deal with the human aspects of work in addition to the advanced technologies of computer software and production related hardware.

A student can receive the BSE and BSIE degree simultaneously by taking 30 additional credit hours over one degree alone, including a second senior design project.

For more information on the MS degree with a major in Industrial and Systems Engineering, the MS degree with a

major in Engineering, and the Railroad Engineering Certificate, see the *Graduate Studies* section of this catalog.

In the Pre-Engineering program, students seeking to major in some area of engineering other than industrial engineering or engineering with a mechatronics specialization (for example, civil, electrical, or mechanical engineering) can complete at least 60 credits that will transfer to other engineering schools.

The minors in Engineering and Industrial Engineering are not available to majors in the department.

The Department of Engineering has found that transfer students are very successful in our programs and we welcome transfer students. About half our graduates began their degrees at other institutions.

Undergraduate Admission Requirements

Applying as an incoming freshman

In order to be considered for admission to the BSE or BSIE as an incoming freshman, a student must:

- Be placed into MATH 126, Calculus and Analytic Geometry I, or higher.
- Have a high school GPA of 3.25 or higher on a 4.0 scale.

The number of students admitted to the BSE or the BSIE as incoming freshmen is limited. Priority is given to students with the highest GPA's and ACT/SAT scores. A student admitted as an incoming freshman may continue in the BSE or BSIE program as a sophomore if he or she completes the required first year engineering courses (EN 101, 103, and 107) with a B or better in each course. If a student admitted as an incoming freshman does not meet the requirements to continue in the program as a sophomore, he or she is eligible to apply as a sophomore, as described below.

Applying after completing the required first year courses

A student (including a transfer student) who does not receive admission as a freshman must complete the required first year courses (EN 101, 103, 107, ENG 101, 102, MATH 126, 224, and PHYS 221, 221L) with a grade of C or better in each course in order to be eligible to apply for admission to the BSE or BSIE as a sophomore. Admission is not guaranteed as priority is given to students with the highest GPA's.

BACHELOR OF SCIENCE IN ENGINEERING (BSE) WITH A MECHATRONICS SPECIALIZATION

The BSE program has the following educational objectives and outcomes, which have been approved and are reviewed regularly by the BSE Advisory Board.

BSE Program Outcomes

The BSE program is designed so that students graduate from the program with the following abilities and knowledge:

- a) An ability to apply knowledge of mathematics, science, and engineering;
- b) An ability to design and conduct experiments, as well as to analyze and interpret data;
- c) An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability;
- d) An ability to function on multi-disciplinary teams;
- e) An ability to identify, formulate, and solve engineering problems;
- f) An understanding of professional and ethical responsibility;
- g) An ability to communicate effectively;
- h) The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context;
- i) A recognition of the need for, and an ability to engage in life-long learning;
- j) A knowledge of contemporary issues; and
- k) An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

BSE Educational Objectives

During the first few years after graduation, BSE graduates should be able to:

- Conduct low-level designs and modifications of mechatronic systems;
- Trouble shoot and support existing mechatronic systems;
- Work directly with suppliers and customers of mechatronic systems;
- Manage small and support large engineering projects;
- Assume ownership and accountability for engineering projects;
- Function well on teams of engineers with different skill levels;
- Implement basic quality control principles;

- Write sound technical documents such as requests for proposals, grant applications, project specifications and technical reports;
- Continue their education at the graduate level; and
- Obtain additional engineering certifications.

Specific Requirements for the BSE Degree

Students are required to have earned a cumulative GPA of 2.000 or better in required EN courses.

Courses	Titles	Credits
EN 101	Introduction to Engineering.....	2
EN 103	Problem Solving for Engineers	3
EN 107	Engineering Graphics	2
EN 211	Engineering Mechanics I	3
EN 212	Engineering Mechanics II	3
EN 231/L	Circuit Analysis I/Lab	5
EN 260	Basic Electronics	3
EN 263	Electromechanical Devices.....	3
EN 321	Thermodynamics	3
EN 324/L	Materials Science and Engineering/Lab	4
EN 343	Engineering Economy.....	3
EN 360/L	Control Systems I/Lab	3
EN 361/L	Digital Electronics/Lab	4
EN 362/L	Introduction to Mechatronics/Lab.....	3
EN 363/L	Virtual Machine Design/Lab.....	3
EN 375	Stochastic Systems Engineering	3
EN 430	Project Planning and Control	3
EN 441/L	Engineering of Manufacturing Processes/Lab.....	4
EN 443	Quality Control and Reliability.....	3
EN 460/L	Control Systems II/Lab	3
EN 462/L	Industrial Robotics/Lab	3
EN 473/L	Computer Integrated Manufacturing/Lab	3
EN 486	Senior Seminar	2
EN 487	Engineering Design	3
TOTAL		74

Other Required Courses

Courses	Titles	Credits
MATH 126	Calculus & Analytic Geometry I	5
MATH 224	Calculus & Analytic Geometry II	5
MATH 207	Matrix & Vector Algebra with Applications	3
MATH 337	Differential Equations I.....	3
PHYS 221/L	General Physics I/Lab.....	5
PHYS 222/L	General Physics II/Lab.....	5
ENG 101	Composition I.....	3
ENG 102	Composition II.....	3
COMR 103	Speaking and Listening	3
General Education.....		15
Math/Science Electives		3

Technical Electives	3
TOTAL	56

DEGREE TOTAL 130

Technical electives must be chosen from an approved list or have the approval of an Engineering adviser.

Typical Schedule of Courses for the BSE Degree

Freshman Year

Courses	Titles	Credits
EN 101	Introduction to Engineering.....	2
EN 103	Problem Solving for Engineers	3
EN 107	Engineering Graphics	2
ENG 101	Composition I.....	3
ENG 102	Composition II.....	3
MATH 126	Calculus & Analytic Geometry I	5
MATH 224	Calculus & Analytic Geometry II	5
PHYS 221/L	General Physics I/Lab	5
General Education		3
TOTAL		31

Sophomore Year

Courses	Titles	Credits
EN 211	Engineering Mechanics I	3
EN 212	Engineering Mechanics II	3
EN 231/L	Circuit Analysis I/Lab	5
EN 260	Basic Electronics	3
EN 263	Electromechanical Devices.....	3
EN 324/L	Materials Science and Engineering/Lab	4
MATH 207	Matrix & Vector Algebra with Applications	3
MATH 337	Differential Equations I	3
PHYS 222/L	General Physics II/Lab	5
TOTAL		32

Junior Year

Courses	Titles	Credits
EN 321	Thermodynamics	3
EN 343	Engineering Economy	3
EN 360/L	Control Systems I/Lab	3
EN 361/L	Digital Electronics/Lab	4
EN 362/L	Introduction to Mechatronics/Lab.....	3
EN 363/L	Virtual Machine Design/Lab.....	3
EN 375	Stochastic Systems Engineering	3
EN 441/L	Engineering of Manufacturing Processes/Lab.....	4
EN 443	Quality Control and Reliability.....	3
EN 460/L	Control Systems II/Lab	3
TOTAL		32

Senior Year

Courses	Titles	Credits
EN 430	Project Planning and Control	3
EN 462/L	Industrial Robotics/Lab	3
EN 473/L	Computer Integrated Manufacturing/Lab	3
EN 486	Senior Seminar	2
EN 487	Engineering Design	3
Math/Science Electives		3
Technical Electives		3
COMR 103	Speaking and Listening	3
General Education		12
TOTAL		35

BACHELOR OF SCIENCE IN INDUSTRIAL ENGINEERING (BSIE)

The BSIE program has the following educational objectives and outcomes, which have been approved and are reviewed regularly by the BSIE Advisory Board.

BSIE Program Outcomes

The BSIE program is designed so that students graduate from the program with the following abilities and knowledge:

- a) An ability to apply knowledge of mathematics, science, and engineering;
- b) An ability to design and conduct experiments, as well as to analyze and interpret data;
- c) An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability;
- d) An ability to function on multi-disciplinary teams;
- e) An ability to identify, formulate, and solve engineering problems;
- f) An understanding of professional and ethical responsibility;
- g) An ability to communicate effectively;
- h) The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context;
- i) A recognition of the need for, and an ability to engage in life-long learning;
- j) A knowledge of contemporary issues; and
- k) An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

BSIE Educational Objectives

During the first few years after graduation, BSIE graduates should be able to:

- Identify root causes of symptoms and fix problems in

- situations where data and resources may be lacking and multiple problems may exist;
- Function well on teams of engineers with different skill levels;
- Obtain jobs of increasing responsibility applying industrial engineering skills and knowledge to a wide range of problems in a wide range of industries;
- Continue their education, for example, in MS, PhD, and MBA programs;
- Obtain additional certifications, such as Professional Engineer, Six Sigma Black Belt, Certified Manufacturing Engineer, or Railroad Engineering; and
- Achieve management positions.

Specific Requirements for the BSIE Degree

Students are required to have earned a cumulative GPA of 2.000 or better in required EN courses.

EN Courses	Titles	Credits
EN 101	Introduction to Engineering	2
EN 103	Problem Solving for Engineers	3
EN 107	Engineering Graphics	2
EN 211	Engineering Mechanics I	3
EN 212	Engineering Mechanics II	3
EN 215	Introduction to Industrial and Systems Engineering	3
EN 231/L	Circuit Analysis I/Lab	5
EN 321	Thermodynamics	3
EN 324/L	Materials Science & Engineering/Lab	4
EN 343	Engineering Economy	3
EN 375	Stochastic Systems Engineering	3
EN 420	Simulation Experiments	4
EN 430	Project Planning and control	3
EN 439	Time and Motion Studies	2
EN 440	Safety Engineering	3
EN 441/L	Engineering of Manufacturing Processes/Lab	4
EN 443	Quality Control and Reliability	3
EN 471	Operations Research	3
EN 473/L	Computer Integrated Manufacturing/Lab	3
EN 475	Facility Planning and Design	3
EN 477	Operations Planning and Control	3
EN 486	Senior Seminar	2
EN 488	Industrial Engineering Design	3
TOTAL		70

Other Required Courses

Courses	Titles	Credits
MATH 126	Calculus & Analytic Geometry I	5
MATH 207	Matrix & Vector Algebra with Applications	3
MATH 224	Calculus & Analytic Geometry II	5
MATH 337	Differential Equations I	3
PHYS 221/L	General Physics I/Lab	5
PHYS 222/L	General Physics II/Lab	5

ENG 101	Composition I.....	3
ENG 102	Composition II.....	3
COMR 103	Speaking and Listening	3
General Education.....		15
Math/Science Electives		3
Technical Electives.....		3
<hr/>		
TOTAL		56

EN 441/L	Engineering of Manufacturing Processes/Lab.....	4
EN 443	Quality Control and Reliability.....	3
EN 471	Operations Research.....	3
General Education		3
Math/Science Elective.....		3
<hr/>		
TOTAL		31

DEGREE TOTAL126

Senior Year

Technical electives must be chosen from an approved list or have the approval of an Engineering adviser.

Courses	Titles	Credits
EN 430	Project Planning and Control.....	3
EN 440	Safety Engineering	3
EN 473/L	Computer Integrated Manufacturing Lab3	
EN 475	Facility Planning and Design	3
EN 477	Operations Planning and Control.....	3
EN 486	Senior Seminar.....	2
EN 488	Industrial Engineering Design.....	3
Technical Electives		3
General Education		6
<hr/>		
TOTAL		29

Typical Schedule of Courses for the BSIE Degree

Freshman Year

Courses	Titles	Credits
EN 101	Introduction to Engineering.....	2
EN 103	Problem Solving for Engineers	3
EN 107	Engineering Graphics	2
ENG 101	Composition I.....	3
ENG 102	Composition II.....	3
MATH 126	Calculus & Analytic Geometry I	5
MATH 224	Calculus & Analytic Geometry II	5
PHYS 221/L	General Physics I/Lab.....	5
General Education.....		3
<hr/>		
TOTAL		31

Sophomore Year

Courses	Titles	Credits
EN 211	Engineering Mechanics I	3
EN 212	Engineering Mechanics II	3
EN 215	Introduction to Industrial and Systems Engineering.....	3
EN 231/L	Circuit Analysis I/Lab	5
EN 324/L	Materials Science and Engineering/Lab.....	4
PHYS 222/L	General Physics II/Lab.....	5
MATH 207	Matrix & Vector Algebra with Applications	3
MATH 337	Differential Equations I.....	3
COMR 103	Speaking and Listening	3
General Education.....		3
<hr/>		
TOTAL		35

Junior Year

Courses	Titles	Credits
EN 321	Thermodynamics	3
EN 343	Engineering Economy.....	3
EN 375	Stochastic Systems Engineering	3
EN 420	Simulation Experiments.....	4
EN 439	Time and Motion Studies	2

PRE-ENGINEERING PROGRAM

Students seeking to specialize in some area of engineering other than mechatronics or industrial engineering (for example, civil, electrical, or mechanical engineering) can complete at least 60 credits (two years) of courses that will transfer to other engineering schools. The courses should be selected in consultation with an Engineering faculty member and an adviser at the school to which the student plans to transfer. Generally recommended courses for a student planning to transfer to another engineering school include:

Courses	Titles	Credits
CHEM 121/L	General Chemistry I/Lab.....	5
MATH 126	Calculus & Analytic Geometry I	5
MATH 224	Calculus & Analytic Geometry II	5
MATH 337	Differential Equations I	3
PHYS 221/L	General Physics I/Lab	5
PHYS 222/L	General Physics II/Lab	5
EN 103	Problem Solving for Engineers	3
EN 211	Engineering Mechanics I	3
EN 212	Engineering Mechanics II	3
EN 231/L	Circuit Analysis I/Lab	5
EN 321	Thermodynamics.....	3
EN 324/L	Materials Science and Engineering/Lab	4

Humanities, Social Sciences & History courses

A student who intends to transfer elsewhere and then decides to stay at CSU-Pueblo will be able to count all of the above courses toward the BSE or the BSIE.

MINOR IN ENGINEERING

The Engineering minor is appropriate for students who want to add knowledge of engineering to their study of a technical field, such as chemistry, mathematics, or physics. The courses in the minor have prerequisites (calculus and physics) that are not listed below. This minor is not available to students majoring in Engineering or Industrial Engineering.

Specific Requirements for the Minor in Engineering

Courses	Titles	Credits
EN 101	Introduction to Engineering.....	2
EN 103	Problem Solving for Engineers	3
EN 107	Engineering Graphics	2
EN 211	Engineering Mechanics I	3
EN 212	Engineering Mechanics II	3
EN 231/L	Circuit Analysis I/Lab	5
EN 321	Thermodynamics	3
EN 343	Engineering Economy.....	3
TOTAL		24

MINOR IN INDUSTRIAL ENGINEERING

The minor in Industrial Engineering is appropriate for students who want to add considerations of efficiency, quality, and safety to their study of a technical field, such as chemistry, mathematics, or physics. Some of the courses in the minor have prerequisites (calculus and physics) that are not listed below. This minor is not available to students majoring in Engineering or Industrial Engineering.

Specific Requirements for the Minor in Industrial Engineering

Courses	Titles	Credits
EN 101	Introduction to Engineering.....	2
EN 103	Problem Solving for Engineers	3
EN 107	Engineering Graphics	2
EN 215	Introduction to Industrial and Systems Engineering.....	3
EN 343	Engineering Economy.....	3

PLUS three of the following:

EN 420	Simulation Experiments	4
EN 439	Time and Motion Studies	2
EN 440	Safety Engineering	3
EN 441/L	Engineering of Manufacturing Processes/Lab.....	4
EN 443	Quality Control and Reliability.....	3
EN 471	Operations Research.....	3
EN 473/L	Computer Integrated Manufacturing/Lab.....	3
EN 475	Facility Planning and Design	3

EN 477 Operations Planning and Control..... 3

TOTAL 21-24

Outcomes Assessment Activities

The BSE and BSIE programs and the courses in each program are designed to support the Program Outcomes listed for each degree. Each program has an Advisory Board that meets annually and the input from those Boards is used to revise the programs. The Department also uses the following assessment activities:

- During the final term of study, all engineering students are required to demonstrate their ability to apply and integrate the skills and knowledge learned in the program by producing a capstone engineering design project. This project must incorporate subject material covered in two or more courses in the student's major, involve knowledge or skill not learned in a class thus demonstrating the student's ability to engage in life long learning, involve reflection on the impact of the proposed solution in a global and societal context, and be presented in written and oral reports to demonstrate the student's communication skills.
- All senior engineering studies are encouraged to take the Fundamentals of Engineering (FE) exam administered by the Colorado State Board of Registration for Professional Engineers. The Department periodically sets goals for and reviews the section-by-section performance of students on the FE. The results are used to identify areas of the curriculum that may need improvement.

MINOR IN SUSTAINABILITY

Attention to sustainability is a global trend. Sustainability promotes systems thinking and challenges the student to take the long view of any subject by considering the environmental, social and economic effects. Moreover, sustainability has played and will play a critical role in the future workforce. This minor provides students with the opportunity to position themselves strategically in the ever-changing workforce. It challenges students to think systemically and globally, while shaping them to become leaders.

Three core concepts in sustainability shape the minor: science and technology, economics, and social and cultural perspectives. These three are interconnected and serve as guides for the curricular pathways selected by the students in the minor.

Student Learning Outcomes

The student learning outcomes are differentiated by the six levels of Bloom's taxonomy:

KNOWLEDGE

- Identify the principles and core concepts of sustainability and its role within local and global contexts.

COMPREHENSION & SYNTHESIS

- Explain the socio-cultural, economic, scientific and technological implications of sustainability problems and solutions from a systemic perspective.
- Synthesize the scientific and technological foundations and socioeconomic impacts of different sustainable alternatives within a local and global context to become agents of change who champion sustainable skills and principles in their communities and organizations.

APPLICATION

- Demonstrate the ability to formulate technical, operational and strategic frameworks for sustainability problems and solutions within local and global contexts.

ANALYSIS

- Develop critical and rational thinking skills to understand systems interdependencies and emergent aspects associated with sustainability.

EVALUATION

- Use the scientific method and knowledge transfer processes to assess and select different solutions for sustainability related problems, with local and global contexts.

Outcome Assessment Activities

The assessment plan for the minor consists of a two-step process initiated in the introductory courses.

- Pre and Post Literacy Assessment:** A questionnaire designed to measure sustainability literacy is administered at the beginning of the EN 109 course. The same questionnaire is applied at the beginning of the Sustainability capstone Project Course and gains in knowledge are assessed.
- Skills and Competencies:** During the Sustainability Capstone Experience, students are required to design and deploy a sustainability related project that will be used to assess the student learning objectives.

Specific Requirements for the Sustainability Minor

The minor In Sustainability is open to students in all majors.

Courses	Titles	Credits
EN 109	Introduction to Sustainability.....	2
CHEM 125	Environmental Science.....	3

EN 489	Senior Capstone in Sustainability.....	1
	Sustainability Electives.....	15**
TOTAL		21

**Sustainability electives are to be selected, with approval of the student's adviser, from a list of approved sustainability electives. The electives must include three courses from outside the college of the student's major and two courses from inside the college of the student's major.

Senior Capstone Experience

This course allows the student to bring together interdisciplinary knowledge to:

- Synthesize and apply sustainability principles and concepts to the student's major;
- Synthesize and apply sustainability principles and concepts to disciplines outside of the student's area of study or interest;
- Enhance professional skills as applied to the student's major and the sustainability discipline by demonstrating competencies including research techniques, team building, oral presentations, strategy and policy analysis and development; and
- To prepare to obtain professional certifications and future jobs.

It is expected that the student will apply the acquired knowledge, competencies and skill set in a community-based setting (through experiential education) and demonstrate the ability to effect positive change around a sustainability issue.

Sustainability Capstone Project Prerequisites

The Capstone Project will be open to students who have declared a minor in Sustainability and have completed the core requirements and at least 75% of the minor's electives. It is preferred that this capstone experience be taken in the senior year, after all other minor requirements have been met.

CERTIFICATE PROGRAMS

Lean Green Belt Certificate

The Lean Green Belt Certificate Program is a 5-credit hour certificate program housed in the Department of Engineering. A lean company views itself as a part of an extended value chain, focusing on the elimination of waste between the company and its suppliers and the company and its customers. Lean is a management philosophy derived mostly from the Toyota Production System (TPS). Upon completion of this certificate, a student will have developed a deep understanding of the principles of lean

manufacturing and will be able to apply these principles in manufacturing or service organizations.

The University does not transcript certificates, so records of the Lean Green Belt Certificate Program and the issuance of the certificate are administered by the Chair of the Department of Engineering.

Student Learning Outcomes

Students who successfully complete the Lean Green Belt Certificate Program are expected to have the ability to:

- Identify waste and propose ways to eliminate such waste; and
- Compute and apply measures related to lean processes.

Outcomes Assessment Activities

Within the department's existing assessment structures, the performance of Certificate students in the specific courses will be evaluated separately from other students.

Specific Requirements for the Lean Green Belt Certificate

Students will receive a Lean Green Belt Certificate after completing the following courses with required grades of B or better.

Undergraduate Student

Courses	Titles	Credits
EN 439	Time and Motion Studies	2
EN 477	Operations Planning and Control.....	3
		TOTAL 5

Graduate Student

Courses	Titles	Credits
EN 539	Time and Motion Studies	2
EN 577	Operations Planning and Control.....	3
		TOTAL 5

Students do not need to apply to the program. The certificate will be issued upon completion of the required courses as the required level.

Six Sigma Green Belt Certificate

The Six Sigma Green Belt Certificate Program is a 7-credit hour certificate program housed in the Department of Engineering. Six Sigma is a method of continuous process improvement. First developed at Motorola in the 1980s, the systematic approach of Define, Measure, Analyze,

Improve, and Control (DMAIC) and the associated tools (such as the fishbone diagram, the Pareto chart, and ANOVA) have been widely and successfully applied. Upon completion of this certificate, a student will be able to play a major role in process improvement and will be prepared to achieve the Black Belt and Master Black Belt certifications through their company.

The University does not transcript certificates, so records of the Six Sigma Green Belt Certificate Program and the issuance of the certificate are administered by the Chair of the Department of Engineering.

Student Learning Outcomes

Students who successfully complete the Six Sigma Green Belt Certificate Program are expected to have the ability to:

- Collect and analyze data, using appropriate statistical tools; and
- Select and apply appropriate Six Sigma tools to improve a process.

Outcomes Assessment Activities

Within the department's existing assessment structures, the performance of Certificate students in the specific courses will be evaluated separately from other students.

Specific Requirements for the Six Sigma Green Belt Certificate

Students will receive a Six Sigma Green Belt Certificate after completing the following:

Undergraduate Student (7 credits)

- EN 275 or EN 375 with grade of B or better, or evidence of completion of a course equivalent to EN 275 or EN 375.
- EN 443 with grade of B or better.

Graduate Student (7 credits)

- EN 375 with grade of B or better, or evidence of a course equivalent to EN 275 or EN 375.
- EN 543 with grade of B or better.

Students do not need to apply to the program. The certificate will be issued upon completion of the required courses at the required level.

EXERCISE SCIENCE, HEALTH PROMOTION, AND RECREATION DEPARTMENT

Department Chair: Carol Foust

Faculty: Bowen, L. Clark, R. Clark, Conroy, Dallam, Hanenberg, Kies, Marley, McClaran, Pickerill, Rochester

The mission of the Department of Exercise Science, Health Promotion, and Recreation is to prepare students for professional positions and leadership roles in Athletic Training and Exercise Science, Health Promotion, Recreation, and Strength and Conditioning through experiential educational opportunities that promote healthy lifestyles. The EXHPR department awards one degree:

- A Bachelor of Science degree in Exercise Science, Health Promotion, and Recreation (EXHPR). The BS in Exercise Science, Health Promotion, and Recreation (EXHPR) program currently includes five emphasis of study:
 - General Exercise Science
 - Health Promotion
 - Physical Education K-12 Teacher Preparation
 - Pre-Athletic Training
 - Recreation
 - Strength & Conditioning

Department Vision

The EXHPR Department's vision is to provide students with a broad-based theoretical foundation supported by laboratory and field experiences that allow individual observations, inferences, and hands-on mastery of skills related to the promotion of wellness and healthy lifestyles. This vision is accomplished by creating effective professional learning opportunities based on the following conceptual hierarchy of learning skills: Information Retrieval, Conceptual Understanding, Information Analysis, Critical Thinking, Development of Relevant Skill, and Practical Application of Ideas. In so doing we prepare student to become productive, accountable, ethical, and responsible professionals.

General Requirements

All departmental Majors are required to:

- Complete an EXHPR emphasis of study with a cumulative GPA of 2.50 or higher or the Athletic Training emphasis with a cumulative GPA of 3.00 or higher;
- Earn a 2.0 overall GPA to enroll in 300 or 400 level

- courses in the department;
- Earn a minimum grade of a "C" in all prerequisite and major courses;
- Repeat prerequisite and major courses with a grade of "D" or lower until a grade of "C" or higher is achieved; and
- Earn a cumulative GPA of 2.0 or higher in required English and speech communication courses.

EXERCISE SCIENCE, HEALTH PROMOTION AND RECREATION

<http://ceeps.csupueblo.edu/EXHPR/Pages/default.aspx>

The BS degree in EXHPR prepares program graduates for professional positions in worksite, clinical, school, fitness government and community settings.

- Graduates of the General Exercise Science coursework are prepared for exercise and fitness related professional positions. This emphasis is an excellent selection for students preparing for advanced study in fields such as exercise physiology, allied health, or sport administration.
- Graduates of the Health Promotion emphasis are eligible to sit for the National Commission for Health Education Credentialing exam to become a Certified Health Education Specialist. Health Promotion graduates can find employment in worksite health promotion, community health, government and volunteer health agencies, clinical and managed care settings.
- Graduates of the Physical Education K-12 Teacher Preparation emphasis who also complete the Teacher Education program, and receive a passing score on the Colorado Department of Education P.L.A.C.E. test are eligible to receive Teacher Licensure in the State of Colorado. Licensed graduates can find physical education teaching positions in both the public and private school settings.
- Graduates of the Recreation emphasis are prepared for careers in City and County Recreation Departments, YMCAs, Intramural Sports, Resort & Travel destinations, Rafting Trips, Wilderness Experiences, Youth Camps and Developmental Programs.
- Graduates of the Strength and Conditioning emphasis are prepared to take the National Strength and Conditioning Association certification. Graduates can find employment in fitness and recreation facilities, high school and college athletics and allied health industries.

Student Learning Outcomes

General Exercise Science, Health Promotion, Physical Education, and Recreation students will:

- Possess content knowledge and skills necessary for

- their perspective fields of study;
- Exhibit the ability to read and interpret scientific research with application of the scientific methods, statistics, study design, and reporting;
- Evaluate and integrate critical concepts and skills acquired in the EXHPR program to common professional problems in the fields of interest;
- Exhibit effective oral and written communication regarding subjects related to EXHPR in an individual and group setting; and
- Apply and demonstrate knowledge, skills and critical problem solving in a field-based setting.

Assessment of EXHPR Student/Program Outcomes

The student outcomes are measured and assessed through several techniques:

- End of program case study assessment and end of program examination;
- Fieldwork, internship and student teaching portfolios and projects;
- Internship and student teaching site supervisor evaluations;
- Student exit surveys; and
- Employer surveys and Advisory Committee

End of program exams will be, or will be representative of, the professional certification exams in each emphasis area. Case study questions will be developed by the faculty and EXHPR Advisory Committee (made up of professionals in the EXHPR field). The end of program exam will be completed during an appropriate field based course at the end of the course of study but before graduation. The EXHPR curriculum map details the specific types of assessments used in the capstone and experiential end of program courses to assess the Program's Student Outcomes.

Upon completion of the EXHP core program requirements, students will be eligible to sit for a variety of nationally recognized certification exams including those offered by the American College of Sports Medicine ("Health/Fitness Instructor", "Personal Trainer", and Exercise Leader"), the American Council on Exercise ("Personal Trainer", and "Aerobics Instructor"), the Aerobics and Fitness Association of America ("Personal Trainer", and "Aerobics Instructor"), and the National Strength and Conditioning Association ("Certified Strength and Conditioning Specialist").

Specific Requirements for the Exercise Science, Health Promotion Emphases:

- General Exercise Science
- Health Promotion
- Physical Education K-12 Teacher Preparation

- Pre-Athletic Training
- Strength & Conditioning

Core Course Requirements for EXHP Emphasis Areas

Courses	Titles	Credits
EXHP 101	Introduction to EXHPR	2
BIOL 112	Nutrition	3
EXHP 162	Personal Health	3
EXHP 162L	Personal Health Lab	1
EXHP 222	Behavior Facilitation	3
AT 232	First Aid	2
EXHP 343	Research and Statistics	3
EXHP 344	Exercise Physiology	3
EXHP 344L	Exercise Physiology Lab	1
EXHP 364	Kinesiology	3
EXHP 461	Managing Programs in EXHPR	3
TOTAL		27

Emphasis Area Course Requirements

GENERAL EXERCISE SCIENCE EMPHASIS

Required EXHP Core Courses..... 27

Required Emphasis Courses

Courses	Titles	Credits
EXHP 201	Drugs and Healthy Lifestyles	3
AT 260	Injury/Illness Care and Prevention.....	3
EXHP 436	Exercise Assessment	3
EXHP 494	Field Experience.....	6
OR		
EXHP 498	Internship.....	12

The choice of Internship or Fieldwork in the above area will determine the hours in area below.

13-19 credits from the following with a minimum of 4-10 upper division:

REC 100L	Wilderness Technical Skills	1
REC 102	Mountain Orientation	2
REC 103	Winter Orientation.....	2
REC 104	Desert Orientation	2
REC 105	Canyon Orientation.....	2
EXHP 103L	Triathlon	1
EXHP 104L	Personal Fitness.....	1
EXHP 105L	Snow Sports	1
EXHP 106L	Martial Arts and Self-Defense.....	1
EXHP 108L	Yoga	1
EXHP 109L	Volleyball	1
EXHP 110L	Weight Training	1
EXHP 111	Commitment to Academic Excellence..	1
REC 112L	Rock Climbing	1
REC 113L	Whitewater Boating	1
REC 114L	Basic Mountaineering Techniques.....	1

REC	116L	Camping	1
REC	117L	Backpacking	1
REC	118L	Fly Fishing	1
REC	120L	Search and Rescue	1
EXHP	118L	Jogging	1
EXHP	120L	Aerobics.....	1
EXHP	123L	Zumba	1
EXHP	124L	Tai Chi	1
EXHP	175L	Racquetball.....	1
EXHP	176L	Life Guard Training.....	2
PSYCH	205	Intro to Sports Psychology.....	3
EXHP	205L	Snow Sports II	1
EXHP	208L	Yoga II	1
EXHP	233	History and Principles of Physical Education and Recreation	2
REC	240	Recreation Program Design	3
EXHP	243	Methods of Rhythmic Activities.....	2
EXHP	245	Motor Learning and Development.....	3
REC	249	Challenge Course Leadership	2
REC	270	Outdoor Leadership I	2
AT	279	Practicum in Athletic Training I	2
EXHP	288	Foundations of Health Promotion	3
EXHP	301	Dartfish Training	1
EXHP	310L	Adv. Methods Strength & Conditioning .	1
EXHP	320	NSCA Test Prep	2
REC	322	Wilderness First Aid.....	2
AT	323	Functional Exercise Training	2
EXHP	345	Methods of Physical Activities & Games I	2
EXHP	346	Methods Physical Activities & Games II	2
EXHP	347	Methods of Fitness Instruction.....	1
EXHP	348	Methods of Individual and Dual Sports .	3
REC	350	Leadership and Ethics	3
REC	360	Outdoor Education.....	3
REC	375	Research and Evaluation of Recreation	3
EXHP	382	Lifestyle Disease Risk Reduction.....	3
EXHP	432	Applied Sport & Exercise Psychology...	3
EXHP	440	Biomechanics	3
EXHP	464	Adapted Physical Education	3
EXHP	469	Coaching and Officiating Track & Field.	2
EXHP	470	Methods of Coaching.....	3
EXHP	472	Coaching and Officiating Basketball	2
EXHP	475	Coaching and Officiating Volleyball	2
EXHP	482	Coaching and Officiating Wrestling.....	2
EXHP	483	Coaching and Officiating Baseball.....	2
EXHP	484	Coaching and Officiating Soccer	2
REC	485	Recreation Facility Design/Management	3
EXHP	492	Research	1-3
<hr/>			
TOTAL			34

Other Required Courses

Courses	Titles	Credits
BIOL 223	Human Physiology & Anatomy I	3
BIOL 223L	Human Physiology & Anatomy I Lab	1
BIOL 224	Human Physiology & Anatomy II	3

BIOL	224L	Human Physiology & Anatomy II Lab ...	1	
CIS	100	Intro to Word and Windows	1	
CIS	103	PowerPoint and Web Publishing	1	
CIS	104	Excel Spreadsheets.....	1	
COMR	103	Speaking and Listening	3	
MATH	121	College Algebra	4	
PSYCH	151	Human Development.....	3	
OR				
PSYCH	100	General Psychology	3	
			General Education: English.....	6
			General Education: History	3
			General Education: Humanities	6
			General Education: Social Science.....	3
			<hr/>	
			TOTAL	39
Courses Outside the Major				20
(Must include 8 upper division hours if 19 were taken in emphasis.)				

Total credit hours..... 120

HEALTH PROMOTION EMPHASIS

Expected student outcomes in Health Promotion are the seven responsibilities of entry level health educators from the National Commission for Health Education Credentialing.

Seven Areas of Responsibility:

- Area I: Assess Needs, Resources and Capacity for Health Education/Promotion
- Area II: Plan Health Education/Promotion
- Area III: Implement Health Education/Promotion
- Area IV: Conduct Evaluation and Research Related to Health Education/Promotion
- Area V: Administer and Manage Health Education/Promotion
- Area VI: Serve as a Health Education/Promotion Resource Person
- Area VII: Communicate, Promote, and Advocate for Health, Health Education/Promotion, and the Profession

Course Requirements for Health Promotion Emphasis

Required EXHP Core Courses..... 27

Required Emphasis Courses

Courses	Titles	Credits
EXHP 201	Drugs and Healthy Lifestyles.....	3
EXHP 288	Foundations of Health Promotion	3
EXHP 336	Community Health	3
EXHP 362	Evaluation of Current Health Issues	2
EXHP 382	Lifestyle Disease Risk Reduction	3
EXHP 436	Exercise Assessment	3

EXHP	485	Health Promotion Program Planning	3
EXHP	487	Implementation in Health Promotion.....	4
EXHP	498	Internship.....	12
MCCNM	210	Intro to Integrated Communication.....	3

TOTAL 39

Other Required Courses

Courses	Titles	Credits
BIOL	223 Human Physiology & Anatomy I	3
BIOL	223L Human Physiology & Anatomy I Lab	1
BIOL	224 Human Physiology & Anatomy II	3
BIOL	224L Human Physiology & Anatomy II Lab ...	1
CIS	100 Intro to Word and Windows	1
CIS	103 PowerPoint and Web Publishing.....	1
CIS	104 Excel Spreadsheets.....	1
COMR	103 Speaking and Listening	3
MATH	121 College Algebra	4
PSYCH	151 Human Development.....	3
OR		
PSYCH	100 General Psychology.....	3
General Education: English.....		6
General Education: History		3
General Education: Humanities.....		6
General Education: Social Science		3
TOTAL		39

Courses outside the Major 15

Total credit hours 120

PHYSICAL EDUCATION K-12 TEACHER PREPARATION EMPHASIS

Expected student outcomes in Physical Education K-12 Teacher Preparation are based on the six physical education standards from the Society of Health and Physical Educators.

- Standard 1: Scientific and Theoretical Knowledge
- Standard 2: Skill-Based and Fitness-Based Competence
- Standard 3: Planning and Implementation
- Standard 4: Instructional Delivery and Management
- Standard 5: Impact on Student Learning
- Standard 6: Professionalism

Students in the Physical Education Teacher Education Program (K-12) will be able to:

- Meet Colorado State University-Pueblo Teacher Education Goals and Beginning Physical Education Teacher Standards (in the areas of knowledge, dispositions, and performance). See links for detail: <http://ceeps.csupueblo.edu/TEP/StandardsAndGoals/Pages/default.aspx>.
- Be prepared to develop safety plans, teach and adapt lessons in a progressive manner, and meet the needs

- of diverse learners in the following activities: 1) Rhythmic Activities, 2) Tumbling, 3) Individual Sports, 4) Dual Sports, 5) Team Sports, 6) Fitness Education, 7) Adventure education, and 8) Team Sports.

Course Requirements for Physical Education K-12 Teacher Preparation Emphasis

Required EXHP Core Courses..... 27

Required Emphasis Courses

Courses	Titles	Credits
AT	260 Injury/Illness Care and Prevention.....	3
EXHP	233 History and Principles of Physical Education and Recreation	2
EXHP	243 Methods of Rhythmic Activities.....	2
EXHP	245 Motor Learning and Development	3
EXHP	345 Methods of Physical Activities & Games I.....	2
EXHP	346 Methods Physical Activities & Games II.....	2
EXHP	347 Methods of Fitness Instruction.....	1
EXHP	348 Methods of Individual and Dual Sports	3
EXHP	351 Methods of Teaching Elementary Physical Ed.....	3
EXHP	470 Methods of Coaching.....	3
OR		
EXHP	485 Health Promotion Program Planning	3
EXHP	478 Methods of Teaching Secondary Physical Education	3

Two credits from the following:

EXHP	105L	Snow Sports	1
REC	102	Mountain Orientation	2
REC	103	Winter Orientation.....	2
REC	104	Desert Orientation	2
REC	105	Canyon Orientation.....	2
REC	112L	Rock Climbing	1
REC	113L	Whitewater Boating	1
REC	114L	Basic Mountaineering Techniques.....	1
REC	116L	Camping	1
REC	117L	Backpacking	1
REC	118L	Fly Fishing	1
REC	120L	Search and Rescue	1
EXHP	205L	Snow Sports II	1
REC	249	Challenge Course Leadership	2

One class from the following:

EXHP	103L	Triathlon	1
EXHP	104L	Personal Fitness.....	1
EXHP	106L	Martial Arts and Self-Defense.....	1
EXHP	108L	Yoga	1
EXHP	109L	Volleyball	1
EXHP	110L	Weight Training	1
EXHP	119L	Walking for Fitness	1
EXHP	120L	Aerobics	1

EXHP 121L	Aerobic Instructor Training.....	1
EXHP 123L	Zumba	1
EXHP 124L	Tai Chi	1
EXHP 174L	Tennis.....	1
EXHP 175L	Racquetball.....	1
EXHP 208L	Yoga II	1
EXHP 470	Methods of Coaching.....	3
EXHP 485	Health Promotion Program Planning	3

One credit from the following:

EXHP 146L	Beginning Swimming	1
EXHP 176L	Life Guard Training.....	2
EXHP 246L	Methods of Swimming	1
EXHP 276L	Water Safety Instructor Certification	2

TOTAL 31

Other Required Courses

Courses	Titles	Credits
BIOL 223	Human Physiology & Anatomy I	3
BIOL 223L	Human Physiology & Anatomy I Lab	1
COMR 103	Speaking and Listening	3
ED 202	Foundation of Education.....	3
ED 280	Educational Media and Technology.....	3
ED 301	Frameworks of Teaching	4
ED 485	Capstone Seminar in Education	1
ED 489	Student Teaching K-12.....	12
EXHP 465	Adapted Physical Education	3
	OR	
ED 412	Teaching Diverse Learners.....	3
MATH 121	College Algebra	4
PSYCH 151	Human Development.....	3
	OR	
PSYCH 251	Childhood and Adolescence	
	OR	
PSYCH 342	Educational Psychology	
RDG 435	Content Area Literacy.....	4
General Education: English.....		6
General Education: History		3
General Education: Humanities.....		6
General Education: Social Science		3
(Providing either PSYCH 151 or 251 was taken above)		

TOTAL 62

Total credit hours 120

Please see the *Teacher Education Program* section of this catalog for admission to the Teacher Education Program.

PRE-ATHLETIC TRAINING EMPHASIS

This 4 year program is intended for the students planning to complete the MS in Athletic Training 2 year Master's Program or who are not accepted into the MS in Athletic Training 3+2 Program.

Required Major Courses

Courses	Titles	Credits
AT 102	Intro to Allied Health	2
EXHP 162	Personal Health.....	3
EXHP 162L	Personal Health Lab	1
EXHP 201	Drugs and Healthy Lifestyles.....	3
EXHP 222	Behavior Facilitation	3
AT 232	First Aid	2
AT 234	Emergency Care	2
AT 260	Injury/Illness Care and Prevention.....	3
AT 301	Physical Assessment.....	3
AT 323	Functional Exercise Training	2
EXHP 343	Research and Statistics.....	3
EXHP 344	Exercise Physiology	3
EXHP 344L	Exercise Physiology Lab	1
EXHP 364	Kinesiology	3
EXHP 382	Lifestyle Disease Risk Reduction	3
EXHP 432	Applied Sport & Exercise Psychology...	3
EXHP 436	Exercise Assessment	3
EXHP 440	Biomechanics	3
EXHP 461	Managing Programs in EXHPR	3
EXHP 494	Field Experience.....	9
	AND	
EXHP 492	Research.....	3
	OR	
EXHP 498	Internship.....	12

TOTAL 61

Outside the Major

Courses	Titles	Credits
BIO 100	Principles of Biology	3
BIO 100L	Principles of Biology Lab	1
CHEM 121	General Chemistry.....	3
CHEM 121L	General Chemistry Lab.....	1
PHYS 201	Principles of Physics.....	3
PHYS 201L	Principles of Physics Lab.....	1

TOTAL 12

Other Required Courses

Courses	Titles	Credits
CIS 100	Intro to Word and Windows	1
CIS 103	PowerPoint and Web Publishing	1
CIS 104	Excel Spreadsheets.....	1
BIOL 112	Nutrition	3
PSYCH 205	Intro to Sports Psychology.....	3
BIOL 220	Medical Terminology	2
COMR 103	Speaking and Listening	3
MATH 121	College Algebra	4
PSYCH 151	Human Development.....	3
BIOL 223	Human Physiology & Anatomy I	3
BIOL 223L	Human Physiology & Anatomy I Lab	1
BIOL 224	Human Physiology & Anatomy II	3

BIOL 224L	Human Physiology & Anatomy II Lab ...	1
General Education: English	.....	6
General Education: History	.....	3
General Education: Humanities	.....	6
General Education: Social Science	.....	3
		TOTAL 47

Total credit hours 120

STRENGTH & CONDITIONING EMPHASIS

The Strength and Conditioning emphasis is designed from the National Strength and Conditioning Association standards including course work from:

- human anatomy and physiology,
- exercise physiology,
- kinesiology/biomechanics,
- nutrition, scientific
- principles of strength and conditioning
- exercise technique/exercise prescription with emphasis in anaerobic exercise,
- and program design as related to strength and conditioning.

Course Requirements for Strength & Conditioning Emphasis

Required EXHP Core Courses 27

Required Emphasis Courses

Courses	Titles	Credits
EXHP 110L	Weight Training.....	1
EXHP 201	Drugs and Healthy Lifestyles	3
PSYCH 205	Introduction to Sport Psychology	3
AT 260	Injury/Illness Care and Prevention.....	3
EXHP 301	Dartfish Training	1
EXHP 310L	Adv. Methods Strength & Conditioning .	1
EXHP 320	NSCA Test Preparation	2
AT 323	Functional Exercise Training	2
REC 350	Leadership and Ethics	3
EXHP 382	Lifestyle Disease Risk Reduction.....	3
EXHP 432	Applied Sport & Exercise Psychology...3	
EXHP 436	Exercise Assessment	3
EXHP 440	Biomechanics	3
EXHP 494	Field Experience.....	6
		TOTAL 37

Other Required Courses

Courses	Titles	Credits
BIOL 223	Human Physiology & Anatomy I	3
BIOL 223L	Human Physiology & Anatomy I Lab	1

BIOL 224	Human Physiology & Anatomy II	3
BIOL 224L	Human Physiology & Anatomy II Lab ...	1
CIS 100	Intro to Word and Windows	1
CIS 103	PowerPoint and Web Publishing	1
CIS 104	Excel Spreadsheets.....	1
COMR 103	Speaking and Listening	3
MATH 121	College Algebra	4
PSYCH 151	Human Development.....	3
		OR
PSYCH 100	General Psychology	3
General Education: English	.....	6
General Education: History	.....	3
General Education: Humanities	.....	6
General Education: Social Science	.....	3
		TOTAL 39

Courses Outside the Major 17

Total credit hours 120

RECREATION EMPHASIS

The Recreation Emphasis offers two concentration areas to choose from:

- Outdoor Leadership and Wilderness Education
- Recreation Management

Completion of the Recreation emphasis prepares graduates to work in positions of leadership in a variety of recreational service agencies. Prospective employers include parks and recreation departments at the city, county, district, and state levels as well as voluntary youth agencies such as the YWCA/YMCA, boys' and girls' clubs and scouting. Other areas of employment include recreation programs in the military, hospital, commercial, and worksite settings as well as hospital and therapeutic settings. Students completing the Recreation Management concentration are eligible to sit for the Certified Park and Recreation Professional (CPRP). Students who participate in the Outdoor Leadership and Wilderness Education concentration have the opportunity to be certified through the Wilderness Education Association as an outdoor leader. This process requires the student to take specific outdoor adventure education courses at CSU-Pueblo, go on at least five extended trips, be a Wilderness First Responder, and lead at least two trips as a student leader.

Specific Requirements for the Recreation Emphasis

Core Course Requirements for the Recreation Emphasis

Courses	Titles	Credits
EXHP 101	Introduction to EXHPR	2
REC 100L	Wilderness Tech Skills	1
REC	2cr from 112-120L or EXHP 105L/205L2	
REC 240	Recreation Program Design	3

REC	249	Challenge Course Leadership	2
REC	250	Commercial Recreation and Tourism ...	3
REC	280	Foundations of Therapeutic Recreation	3
AT	232	First Aid	2
		OR	
REC	322	Wilderness First Aid (OLWE required).	2
MCCNM	210	Intro to Integrated Communication.....	3
REC	350	Leadership and Ethics	3
REC	360	Outdoor Education.....	3
REC	375	Research and Evaluation of Recreation	3
REC	389	Community/Commercial Rec Practicum.....	3
EXHP	461	Managing Programs in EXHPR	3
REC	493	Seminar	2
REC	485	Recreation Facility Design/Management.....	3
REC	498	Internship.....	12
		OR	
REC	489	Internship in Therapeutic Rec.....	12
CIS	100	Introduction to Word and Windows.....	1
CIS	103	PowerPoint and Web Publishing.....	1
CIS	104	Excel Spreadsheets.....	1
			TOTAL 56

Concentration Course Requirements

Students pursuing the Recreation emphasis are required to select a concentration area in either Outdoor Leadership and Wilderness Education or Recreation Management.

OUTDOOR LEADERSHIP AND WILDERNESS EDUCATION CONCENTRATION REQUIREMENTS

Courses	Titles	Credits	
Required Recreation Core Courses			56
Take any three of Rec 102, 103, 104, 105			6
REC	102	Mountain Orientation	
REC	104	Desert Orientation	
REC	103	Winter Orientation	
REC	105	Canyon Orientation	
REC	270	Outdoor Leadership I.....	2
REC	370	Outdoor Leadership II.....	2
REC	484	Outdoor Resources and Management..	2
			TOTAL 68

Hours outside the Major 17
(at least 2 upper division credits)

General Education Requirements 35

Courses	Titles	Credits	
COMR	103	Speaking and Listening	3
MATH		.....	3

Social Sciences	.....	3	
PSYCH	151	Human Development.....	3
		OR	
PSYCH	100	General Psychology	3
General Education: English.....		6	
Humanities		6	
History		3	
Natural and Physical Science		4	
BIOL	121	Environmental Conservation.....	3
BIOL	121L	Environmental Conservation Lab.....	1
Total credit hours.....			120

RECREATION MANAGEMENT CONCENTRATION

Courses	Titles	Credits	
Required Recreation Core Courses			56
MGMT	201	Principles of Management	3
MGMT	318	Human Resource Management.....	3
MKTG	340	Principles of Marketing	3
MKTG	342	Promotional Strategy	3
		OR	
MKTG	345	Retail Management	
		OR	
MKTG	348	Consumer Behavior	
			TOTAL 68

Hours outside the Major 17

General Education Requirements 35

Courses	Titles	Credits	
MATH	.....	3
Social Sciences	.....	3
PSYCH	151	Human Development.....	3
		OR	
PSYCH	100	General Psychology	3
General Education: English.....		6	
Humanities		6	
COMR	103	Speaking and Listening	3
History		3	
Natural and Physical Science		8	
Total credit hours.....			120

EXHPR MINORS

Five minors are available in Exercise Science, Health Promotion and Recreation:

- The Exercise Science and Health Promotion minor is available to all non-EXHP majors. This minor is ideal for Biology majors in the pre-physical therapy, pre-medicine, or pre-chiropractic emphasis areas of study or any student interested in Exercise Science and Health Promotion.
- The Coaching minor is available to all students and is

- a great choice for students aspiring to coach.
- The Outdoor Physical Education minor is for students who want to teach adventure education, outdoor skills and lead trips within the structure of K-12 schools and other educational settings.
- The Recreation minor is available to all non-REC majors. The minor is ideal for those majoring in EXHPR, social work, sociology, and biology as well as for students aspiring to teach in public/private schools.
- The Fitness and Recreational Sports Management minor is ideal for business students, community/commercial recreation students or any student interested in managing fitness and recreational sports facilities.

EXHPR minors will:

- Complete the credit hour requirement of the minor;
- Complete all required coursework with a cumulative GPA of 2.5 or higher;
- Earn a minimum grade of a “C” in all minor courses;
- Repeat minor courses with a grade of “D” or lower until a grade of “C” or higher is achieved;
- Possess content knowledge and skills necessary for their perspective fields of study;
- Evaluate and integrate critical concepts and skills acquired in the EXHPR program to common professional problems in the fields of interest; and
- Exhibit effective oral and written communication regarding subjects related to EXHPR in an individual and group setting.

Coaching

Courses	Titles	Credits
BIOL 112	Nutrition.....	3
PSYCH 205	Introduction to Sport Psychology.....	3
AT 260	Injury/Illness Care and Prevention.....	3
EXHP 301	Dartfish Training.....	1
EXHP 310L	Adv. Methods Strength and Conditioning1	
EXHP 432	Applied Sport & Exercise Psychology.....	3
EXHP 470	Methods of Coaching.....	3
EXHP	Methods of coaching courses.....	3
	and/or	
EXHP 494	Field Experience..... (1-3 VAR)	
		TOTAL 20

**Exercise Science and Health Promotion
(for Non-EXHPR Majors)**

Courses	Titles	Credits
EXHP 101	Introduction to EXHPR	2
BIOL 112	Nutrition.....	3
EXHP 162	Personal Health.....	3
EXHP 162L	Personal Health Lab.....	1

Two credits from the following list.....			2
REC 102	Mountain Orientation		2
REC 103	Winter Orientation		2
REC 104	Desert Orientation		2
EXHP 104L	Personal Fitness.....		1
EXHP 106L	Martial Arts and Self-Defense		1
EXHP 108L	Yoga.....		1
EXHP 109L	Volleyball.....		1
EXHP 110L	Weight Training.....		1
REC 112L	Rock Climbing.....		1
REC 113L	Whitewater Boating		1
REC 114L	Basic Mountaineering Techniques		1
REC 116L	Camping.....		1
REC 117L	Backpacking.....		1
REC 118L	Fly Fishing.....		1
REC 120L	Search and Rescue.....		1
EXHP 119L	Walking for Fitness.....		1
EXHP 120L	Aerobics		1
EXHP 123L	Zumba.....		1
EXHP 174L	Tennis		1
EXHP 175L	Racquetball		1
EXHP 176L	Life Guard Training.....		1
EXHP 205L	Snow Sports II.....		1
EXHP 208L	Yoga II.....		1
EXHP 300	or higher level student electives.....		9
			TOTAL 20

Outdoor Physical Education

REC 100L	Wilderness Technical Skills.....	1
REC 249	Challenge Course Leadership.....	2
REC 270	Outdoor Leadership I.....	2
REC 322	Wilderness First Aid	2
OR		
EXHP 176L	Life Guard Training.....	2
REC 360	Outdoor Education	3

Choose one of the following:.....			2
REC 102*	Mountain Orientation		2
REC 103	Winter Orientation		2
REC 104	Desert Orientation		2
REC 105	Canyon Orientation		2

Six additional credit hours from the following:.....			6
EXHP 105L	Snow Sports.....		1
REC 112L	Rock Climbing		1
REC 113L	Whitewater Boating		1
REC 117L	Backpacking.....		1
REC 118L	Fly Fishing.....		1
REC 120L	Search and Rescue.....		1
EXHP 205L	Snow Sports II.....		1
EXHP 276L	Water Safety Instructor Certification.....		2
REC 114L	Basic Mountaineering Techniques		1
REC 350	Leadership and Ethics.....		3
REC 484	Outdoor Resources and Management		2

EXHP	549	Facilitation of Adventure Education	3
			TOTAL 20

*Students pursuing the WEA Outdoor Leadership Certification must enroll in REC 102 (Mountain Orientation) and complete additional leading experiences as per the certification requirements.

Fitness and Recreational Sports Management Minor

Courses		Titles	Credits
ACCTG	201	Financial Accounting	3
MGMT	201	Principles of Management OR	
EXHP	461	Managing Programs in EXHPR	3
MGMT	318*	Human Resources Management OR	
MGMT	349*	Management of Service Businesses	3
REC	240	Recreation Program Design	3
REC	485	Recreation Facility Design/Management	3

Choose two of the following:				5-6
REC	250	Commercial Recreation and Tourism	3	
REC	484	Outdoor Resources and Management	2	
MGMT	349*	Management of Service Businesses	3	
CIS	365*	Management Information Systems	3	
MKTG	342*	Promotional Strategy	3	
MKTG	348*	Consumer Behavior	3	

TOTAL 20-21

*These courses require prerequisites to be taken prior to taking course.

Recreation Minor (for Non-REC Majors)

Courses		Titles	Credits
EXHP	101	Introduction to EXHPR	2
EXHP	461	Managing Programs in EXHPR	3
REC	240	Recreation Program Design	3
REC	280	Foundations of Therapeutic Recreation	3
REC	360	Outdoor Education	3
REC	375	Research and Evaluation of Recreation	3
REC	389	Community/Commercial Rec Practicum	3
			TOTAL 20

SCHOOL OF NURSING

Associate Dean: Dr. Joe Franta

Undergraduate Coordinator: Ruth DePalma

Graduate Coordinator: Dr. Susan Belport

Faculty: Brown, Cerankowski, Coram, Edwards,
Heintzleman, Persons, Nichols, Murtagh,
Whetzel

School of Nursing Mission

The mission of the School of Nursing is to prepare graduates for professional positions as safe, competent and caring nurses to meet the healthcare needs of diverse populations.

School of Nursing Goals

The School of Nursing will:

- Provide quality learning experiences for nursing students that prepare graduates for entry level baccalaureate nursing practice or advanced nursing practice in a culturally diverse community.
- Provide multiple degree entry paths based on previous education and academic entrance criteria that support student achievement at a professional level.
- Serve as a regional nursing education center for southern Colorado, by collaborating with local and regional health care agencies to provide nursing programs.
- Maintain educational excellence demonstrated by program status consistent with the Colorado Board of Nursing, national accrediting agency criteria and educational emphases on professional nursing standards.
- Provide a supportive and caring learning environment to address the learning needs for a diverse student population.
- Support role development responsive to the changing health care environment by redefining and maintaining competencies throughout one's practice.

Undergraduate Program Outcomes

1. Eighty percent of graduates will:
 - Express satisfaction with the program.
 - Pass national licensure exam the first time.
 - Be employed in role related professional practice within six months to one year.

2. Seventy percent of graduates will:
- Complete the program within one and one half times the length of the program.

Outcome Assessments

The outcome assessments will be evaluated through or by:

- Assessment of clinical competencies through multiple strategies including simulations and clinical evaluation tools.
- Individual and course evaluations including the standardized testing program.
- Survey of nursing graduates and their employers.
- National Certification and/or Licensure Examination (NCLEX) required of graduates prior to professional nursing practice as a registered nurse.
- A survey of graduate employment and graduation rates.

National Accreditation

The CSU-Pueblo School of Nursing baccalaureate educational program is fully accredited by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Rd NE, Suite 850 Atlanta, GA 30326.

State Board Approval

The CSU-Pueblo School of Nursing baccalaureate educational program is fully approved by the Colorado Board of Nursing.

The Bachelor of Science in Nursing Program

The Colorado State University-Pueblo School of Nursing offers an undergraduate program that confers a Bachelor of Science in Nursing (BSN). The undergraduate program offers several options for the nursing student. The Basic BSN is an option developed for the student who has completed prerequisite courses and has no degree, certificate or license. The RN-BSN option is developed for an associate degree or diploma nurse with a license, or a student enrolled in a Colorado community college AND program to complete their BSN. The student with another baccalaureate or masters degree may apply to the Degree Plus to BSN option or the Basic BSN.

Expected Student Learning Outcomes

- Demonstrate caring through advocacy for patients by providing compassionate care based on respect for patient's preferences, values, and needs.
- Collaborate effectively within health care team, to achieve safe, quality patient care in a variety of health

care settings.

- Use nursing judgment based on best current evidence to ensure optimal outcomes for patients and families.
- Demonstrate professional identity, integrity, and leadership as the coordinator of patient care.

Undergraduate Admission Policies and Procedures

Students are responsible for all undergraduate admissions policies and procedures as outlined in the *Academic Policies* section of this catalog.

Undergraduate Admission Requirements

There are two ways to apply for admission to the Nursing Program.

Admission as a High School Senior to Nursing Program as a Freshman

Slots for admission as a freshman are limited. Admission is not guaranteed as students with the highest GPA's and ACT/SAT scores will have priority selection. Preference is given to students graduating from Southern Colorado high schools and/or Health Academy programs. In order to be admitted directly in to the program as a freshman, students must:

- Demonstrate proof of high school diploma. Students must show proof of 3 years of science, including biology and chemistry and proof of algebra or equivalent.
- Have a cumulative high school GPA of 3.25 or higher on a 4.0 scale.
- Have minimal scores: ACT 22 or SAT 1100
- Have minimal math scores: ACT 22 or SAT 650. Remain a full-time CSU-Pueblo student and maintain a 3.0 cumulative average and 3.0 nursing prerequisite average while taking courses at CSU-Pueblo.
- Have prerequisites and general education completed by the start of the second semester sophomore year.

If students do not have these requirements, they will lose their opportunity to progress directly into the nursing program.

Students denied admission as freshman are eligible to apply as second semester sophomores.

Admission as a Second Semester Sophomore from CSU-Pueblo or Transfer from an Accredited School

Admission to the University does not imply acceptance to the nursing program. The undergraduate program is very competitive and applicants are ranked based on their GPA for the general education and prerequisites required by the program. Fifty percent of the prerequisites and general education courses must be completed by the application

deadline. Special consideration will be given to students completing all of their prerequisite and general education coursework at CSU-Pueblo. For the basic nursing student admission:

- Requirements are a minimum GPA of 3.00 for all required general education and prerequisites. All prerequisites must be passed with a C or better (C- is not acceptable) and be completed prior to the term of entrance into the nursing program. Students receiving a grade less than C in a nursing prerequisite course are not eligible for admission. Prerequisite courses may be repeated one (1) time only for admission eligibility.
- All general education must be completed prior to the term of entrance into the nursing program.
- The student needs to be admitted to CSU-Pueblo first, and then submit a separate application to the nursing program the year prior to the spring (basic) or summer (accelerated) term they plan to start the program. During the pre-nursing phase of the application process, students will be advised by the pre-nursing adviser.

Students will be notified in writing of their admission status to the program. Those students who are accepted to the program must return receipt of acceptance by the stated deadline or the admission status will be revoked.

Students for whom English is a second language must have a TOFEL of 550 or have completed the University requirements of English and Speech skills.

Undergraduate Nursing Program Application Process

Applications to the nursing program may be obtained at <http://ceeps.csupueblo.edu/nursing> or in the nursing department. The completed applications must be submitted to the School of Nursing by the scheduled deadline. Incomplete applications will not be processed. Applicants should contact the School of Nursing with questions regarding applications.

Post Acceptance Requirements

Before a student starts the nursing program they must attend a mandatory orientation.

The following must be submitted through the nursing tracking system after receiving a personal identification number from the University and instructions from the Department of Nursing prior to orientation. Failure to do so by the stated deadline will result in loss of admission status.

- Background check per Colorado Law. (House bill 97-1084).

- A urine drug screen.
- Current certification in CPR (Health Care Provider-C or equivalent).
- Current physical examination within the last year and current immunizations including, hepatitis B series, TB test or two step if necessary, measles, mumps, rubella, influenza, tetanus and varicella titers.
- Proof of current health insurance.
- Proof of current nursing student malpractice insurance from organization specified by School of Nursing.

The following must be submitted to the School of Nursing prior to orientation by the stated deadline:

- Current unofficial transcripts showing completion of all prerequisite and general education classes.
- Return receipt for program acceptance.

In order to register for undergraduate nursing courses with the exception of NSG 207, NSG 305, NSG 307, and NSG 431, students must have unconditional acceptance into the nursing program and follow the degree plan, or register by permission of the nursing undergraduate program coordinator.

Acceptance of Transfer Credit

Transfer credit will be awarded per the published *Academic Policies* section of this catalog. Credit will be awarded for a course in which a grade of C or better was earned. Grades of C- are not accepted for any nursing or nursing prerequisite course. Requests for transfer of nursing credit are evaluated on an individual basis.

Time Limits

For applicants to all options (except registered nurses), Anatomy & Physiology I & II, Intro to Human Development, and Pathophysiology completed (5) years or more before applying to the nursing program will not be accepted as satisfying the prerequisite requirement.

Nursing courses completed five (5) or more years before the date of graduation, either at CSU-Pueblo or at some other institution, will not be accepted as satisfying graduation requirements without the approval of the nursing admissions committee.

Academic Standards

Students are responsible for all academic standards policies per the published *Academic Policies* section of this catalog. In addition to those policies, the following applies:

- Students must complete all nursing courses with a grade of B or better. Failure of any nursing courses

will result in dismissal from the program. The student may be eligible for re-admission on a one-time basis only. If readmission is granted, subsequent failure will make the student ineligible for re-admission.

- Students must follow their appropriate program option nursing course sequence plan.
- All nursing courses with corresponding labs must be completed in the same semester. Exceptions are only by permission of the undergraduate nursing program coordinator.

Graduation Requirement

The BSN degree will be granted to undergraduate nursing degree-seeking students who meet all of the published requirements plus the additional requirements below:

- Have a cumulative nursing GPA of 3.00 or better at graduation. All required prerequisite courses must be passed with a C or better. All nursing courses must be passed with a B or better or satisfactory (S).
- Complete the program's minimum number of hours of approved nursing course work within five years.

Licensure Examination

Students must complete all of the Bachelor of Science in Nursing requirements and required national standardized exams in order to be qualified to sit for the National Certification Licensure Examination.

The Basic Bachelor of Science in Nursing Option (Basic BSN)

The Basic BSN program assists the new student who has completed their prerequisite courses to enter a dynamic ever-changing profession of nursing by completing their BSN degree requirements. The program is based on a philosophical approach to nursing that includes the caring and the Quality and Safety Education for Nursing (QSEN) competencies. The Colorado State University-Pueblo offers the ideal foundation for the development of the professional nurse.

Program of Study

The pre-nursing adviser is notified once the student has declared their major. The student must contact their pre-nursing adviser to develop their program plan as soon as possible. The plan will include 46 credit hours of required prerequisite courses and 74 credit hours of nursing courses for a total of 120 credit hours.

Hybrid Courses

A **hybrid course** is a combination classroom/on-line course. Students meet in a classroom at a regularly-

scheduled time and place, the rest of the time is spent online. Both parts of the course, classroom attendance and online work, are mandatory.

General Education and Prerequisites Courses

Courses	Titles	Credits
ENG 101	Composition I.....	3
ENG 102	Composition II.....	3
COMR 103	Speaking and Listening*	3
BIOL 206/L	Introduction to Microbiology/Lab.....	4
BIOL 223/L	Human Physiology & Anatomy I/Lab	4
BIOL 224/L	Human Physiology & Anatomy II/Lab ...	4
CHEM 111/L	Principles of Chemistry/Lab**	4
MATH 156	Introduction to Statistics	3
NSG 207	Nursing Pathophysiology.....	3
PSYCH 151	Human Development.....	3
History	Per Gen. Ed. Requirement	3
World Language	.....	3
Humanities	Per Gen. Ed. Requirement	3
Social Science	Per Gen. Ed. Requirement	3

*COMR 221 will be accepted in lieu of COMR 103 but student must complete additional Gen Ed humanities.
**May substitute CHEM 121/L

TOTAL 46

NSG Courses	Titles	Credits
NSG 231	Concepts for Professional Nursing.....	2
NSG 232/L	Fundamentals of Nursing Care/Lab.....	7
NSG 302/L	Health Promotion & Assessment/Lab ...	3
NSG 308	Pharmacology in Nursing Practice.....	3
NSG 312/L	Caring for Childbearing Family/Lab	6
NSG 322/L	Caring for Adults I/Lab.....	8
NSG 331	Healthy Aging	2
NSG 332/L	Caring for Children/Families/Lab	6
NSG 351	Evidence Based Nursing Practice	3
NSG 371	Healthcare Informatics.....	2
NSG 382/L	Dynamics of Behavioral Health/Lab.....	6
NSG 420/L	Caring for Adults II/Lab.....	8
NSG 442/L	Global Public Health/Lab	6
NSG 451	Nursing Leadership & Issues.....	3
NSG 452/L	Synthesis of Nursing Practice/Lab.....	9

TOTAL 74

Elective Concentrated Clinical Practicum

The elective concentrated clinical practicum allows the student enrolled in the Basic BSN option to choose an area of clinical concentration during their progression through the program. The student will meet with their adviser and course coordinator to develop their plan. The elective concentrated clinical practicum is not an option for students enrolled in the accelerated BSN option.

Summer - Junior

NSG 372	Clinical Practicum I.....	3
---------	---------------------------	---

Spring - Senior

NSG	472	Clinical Practicum II	3
-----	-----	-----------------------------	---

Basic BSN Option Program Plan

Freshman - Fall

Courses		Titles	Credits
ENG	101	Composition I.....	3
BIOL	223/L	Human Physiology & Anatomy I/Lab	4
PSYCH	151	Human Development.....	3
COMR	103	Speaking and Listening	3
World Language		.....	3
TOTAL			16

Freshman - Spring

Courses		Titles	Credits
ENG	102	Composition II.....	3
BIOL	224/L	Physiology & Anatomy II/Lab.....	4
MATH	156	Introduction to Statistics.....	3
Humanities		Per Gen. Ed. Requirement	3
Social Science		Per Gen. Ed. Requirement	3
TOTAL			16

Sophomore - Fall

Courses		Titles	Credits
BIOL	206/L	Introduction to Microbiology/Lab.....	4
CHEM	111/L	Principles of Chemistry/Lab.....	4
NSG	207	Nursing Pathophysiology.....	3
History		Per Gen. Ed. Requirement	3
TOTAL			14

Sophomore - Spring

Courses		Titles	Credits
NSG	231	Concepts for Professional Nursing.....	2
NSG	232/L	Fundamentals of Nursing Care/Lab.....	7
NSG	302/L	Health Promotion & Assessment/Lab...3	
NSG	331	Healthy Aging	2
NSG	371	Healthcare Informatics.....	2
TOTAL			16

Junior - Fall

Courses		Titles	Credits
NSG	308	Pharmacology in Nursing Practice.....	3
NSG	312/L	Caring for Childbearing Family/Lab OR	
NSG	332/L	Caring for Children/Families/Lab	6
NSG	382/L	Dynamics of Behavioral Health/Lab.....	6
TOTAL			15

Junior - Spring

Courses		Titles	Credits
NSG	322/L	Caring for Adults I/Lab.....	8
NSG	312/L	Caring for Childbearing Family/Lab OR	
NSG	332/L	Caring for Children/Families/Lab	6
NSG	351	Evidence Based Nursing Research.....	3
TOTAL			17

Senior - Fall

Courses		Titles	Credits
NSG	420/L	Caring for Adults II/Lab.....	8
NSG	442/L	Global Public Health/Lab.....	6
TOTAL			14

Senior - Spring

Courses		Titles	Credits
NSG	451	Nursing Leadership & Issues.....	3
NSG	452/L	Synthesis of Nursing Practice/Lab.....	9
TOTAL			12

Registered Nurse to Bachelor of Science in Nursing Option (RN-BSN)

The RN to BSN courses are offered in an online format. Two types of students are eligible to enroll in this option: Those who are licensed RN's and those enrolled in a Colorado community college associate degree nursing program (ADN). A licensed RN includes both an associate degree and a diploma nurse. Those enrolled in the community college have an opportunity to concurrently enroll in the RN to BSN program and begin taking select bachelor level courses. This allows them to move seamlessly from the associate degree program to the bachelor's degree program. These students must pass the NCLEX-RN and be licensed in order to take the remaining BSN courses.

RN-BSN Admissions Requirements

The student needs to be admitted to CSU-Pueblo, and submit a separate application to the nursing program. Applicants must be from a compact state with the state of Colorado. All prerequisites must be passed with a C or better (C- is not acceptable) Students receiving a grade less than C in a nursing prerequisite course are not eligible for admission.

Additional requirements for the RN-BSN option include:

- Completion of an Associate Degree or Diploma in Nursing.
- Colorado registered nursing license in good standing with a compact state.

Additional requirements for the Colorado community college system dual enrollment/ADN to BSN include:

- Current enrollment in a Colorado community college system or compact state ADN program.

Students will be notified by email of their admission status to the program. Those students who are accepted to the program should acknowledge acceptance by return email.

Program of Study

The student must confer with the RN-BSN advisor to develop a program of study. The RN-BSN option will include 33 credit hours through articulation, 57 credit hours of prerequisite or co-requisite courses and 30 credit hours of nursing and approved elective courses for a total of 120 credit hours. Students must pass all nursing courses with a B or better and maintain a nursing 3.0 GPA. RNs transferring from community colleges can transfer in 57 prerequisite credits along with 33 RN credits of which 10 are considered upper division for a total of 90 credit hours. This applies only to the students in the RN to BSN option.

Nursing Transfer/Credits through articulation 33

Prerequisite Courses 57

Required General Education and Science Courses

Courses	Titles	Credits
ENG 101	Composition I.....	3
ENG 102	Composition II.....	3
COMR 103	Speaking and Listening	3
BIOL 206/L	Introduction to Microbiology/Lab	4
BIOL 223/L	Human Physiology & Anatomy I/Lab	4
BIOL 224/L	Human Physiology & Anatomy II/Lab ...	4
CHEM 111/L	Principles of Chemistry/Lab	4
MATH 156	Introduction to Statistics.....	3
PSYCH 151	Human Development.....	3
History	Per Gen. Ed. Requirement	3
NSG 207	Pathophysiology	3
World Language	.....	3
Humanities	Per Gen. Ed. Requirement	3
Social Science	Per Gen. Ed. Requirement	3
Elective Credits	.....	10 or 11

*COMR 221 will be accepted in lieu of COMR 103 but student must complete additional Gen Ed humanities.

**May substitute CHEM 121/L

TOTAL 57

RN-BSN Courses

Courses	Titles	Credits
NSG 309	Professional Nursing Practice.....	4
NSG 311	Integration of QSEN for Nurses	3
NSG 351	Evidence Based Nursing Practice	3
NSG 371	Healthcare Informatics.....	2
NSG 442/L	Public Health Nursing/Lab	6
NSG 451	Nursing Leadership and Issues	3
NSG 452/L	Synthesis of Nursing Practice/Lab.....	9

TOTAL 30

RN-BSN Option Program Plan

Prerequisite Courses

Fall - Junior

Courses	Titles	Credits
NSG 451	Nursing Leadership and Issues	3
NSG 309	Professional Nursing Practice.....	4

TOTAL 7

Spring - Junior

Courses	Titles	Credits
NSG 311	Integration of QSEN for Nurses	3
NSG 351	Evidence Based Nursing Practice	3
NSG 371	Healthcare Informatics.....	2

TOTAL 8

Fall - Senior

Courses	Titles	Credits
NSG 442/L	Global Public Health/Lab	6

TOTAL 6

Spring - Senior

Courses	Titles	Credits
NSG 452/L	Synthesis of Nursing Practice/Lab.....	9

TOTAL 9

Colorado Community College System or Compact State Dual Enrollment/ADN to BSN

BSN courses may be taken concurrently while enrolled in a Colorado compact state or a Colorado Community College System ADN program. In addition, pre-requisite courses may be taken while concurrently enrolled. Upon receiving RN licensure and completion of all BSN courses students are eligible for escrow credits through articulation.

Degree Plus to Bachelor of Science in Nursing Accelerated (BSN) Option

The Degree-Plus Accelerated Option is for students with a previous non-nursing baccalaureate degree. The applicant must have completed the necessary prerequisites prior to starting the program. The Accelerated Option offers students an intense, challenging approach that enables students to complete the Bachelor of Science in Nursing degree in 14 months.

The degree-plus student is expected to meet with the pre-nursing adviser for advisement and plan development. The student must have a cumulative nursing prerequisite GPA of 3.0 and follow all admission and post acceptance requirements set forth in the Basic Nursing Option. Due to the intensity of the curriculum, it is advised that the student not work and be able to attend to their studies full-time. Students must maintain a cumulative nursing 3.00 GPA to progress.

Admission to this option is very competitive and applicants are ranked based on their prerequisite GPA.

Prerequisite Courses		Credits
BIOL	206/L Introduction to Microbiology/Lab	4
BIOL	223/L Human Physiology & Anatomy I/Lab	4
BIOL	224/L Human Physiology & Anatomy II/Lab ...	4
CHEM	111/L Principles of Chemistry/Lab	4
MATH	156 Introduction to Statistics.....	3
NSG	207 Pathophysiology	3
PSYCH	151 Human Development.....	3
World Language		3
*May substitute CHEM 121/L		
		TOTAL 28

Degree Plus to BSN Accelerated Option Program Plan

Summer Courses		
Courses	Titles	Credits
NSG 231	Concepts for Professional Nursing	2
NSG 232/L	Fundamentals of Nursing Care/Lab	7
NSG 302/L	Health Promotion & Assessment/Lab ...	3
NSG 308	Pharmacology in Nursing Practice.....	3
NSG 331	Health Aging	2
		TOTAL 17

Fall Courses		
Courses	Titles	Credits
NSG 312/L	Caring for Childbearing Family/Lab	6
NSG 322/L	Caring for Adults I/Lab	8
NSG 332/L	Caring for Children/Families/Lab	6
		TOTAL 20

Spring Courses		
Courses	Titles	Credits
NSG 351	Evidence Based Nursing Practice	3
NSG 382/L	Dynamics of Behavioral Health/Lab.....	6
NSG 420/L	Caring for Adults II/Lab	8
NSG 371	Healthcare Informatics.....	2
		TOTAL 19

Summer Courses		
Courses	Titles	Credits
NSG 442/L	Global Public Health/Lab	6
NSG 451	Nursing Leadership & Issues.....	3
NSG 452/L	Synthesis of Nursing Practice/Lab.....	9
		TOTAL 18

TEACHER EDUCATION PROGRAM

Associate Dean: Jeff Piquette

Faculty: Massey, Peters, Pettit, Piazza, Piquette

Mission of the Teacher Education Program

The Teacher Education Program has a primary mission of preparing teachers of quality and distinction. At Colorado State University-Pueblo, preparing teachers is a campus-wide responsibility, with faculty and administrators involved in support of the program's mission. An integral component of the program is its formal partnership with 17 school districts and four community colleges in southern and southeastern Colorado. The joint efforts of students, faculty, and administrators across all partners focus on improving the quality of learning in classrooms in elementary, secondary, and higher education.

Conceptual Framework—Building and Bridging Communities of Learners

A *Conceptual Framework* is a guide for how a teacher education program is planned and organized, summarizing its philosophical views of the roles of teaching and learning and its essential understandings of how students become teachers. The conceptual framework of teacher education at Colorado State University-Pueblo is *Building and Bridging Communities of Learners*. The organizing theme of *learning communities* focuses the attention of faculty and students on the essential nature of teaching and learning: How does community shape learning and achievement? What are the roles of successful learners and teachers? What social interactions are necessary for both learning and community? How is the definition of a learning community changing in an increasingly technological age? What is the relationship between the concept of learning community and the democratic ideal of American education?

For faculty at CSU-Pueblo, the vision of quality education requires a learner-centered environment in which learning (not teaching) is at the core. All learners will achieve in communities in which learning is publicly and constructively discussed, a positive climate surrounds all members, and support exists for all learners' individual growth and development.

Inclusive, equitable communities require constant attention to the nature of relationships among teachers and students. CSU-Pueblo students will be prepared to participate as learners and teachers in overlapping and expanding learning communities—from the University classroom to K-12 settings, the professional education community, distributed communities created by technology, and cultural, economic, and political communities of students and their families.

To become beginning teachers, students must change their perceptions of themselves as learners and as students of teaching. As students progress through the program, they will skillfully assume a variety of roles, including those of master learners, instructors, collaborators, apprentices, models, coaches, colleagues, and mentors. It is the mission of the teacher education program to prepare teachers and learners of quality and distinction by exposing students to quality communities of teaching and learning.

Program Goals

- Prepare teachers of quality and distinction with broad-based liberal arts education, depth of knowledge in the areas in which they teach, and the ability to skillfully translate theory and practice to ensure student learning.
- Create a learner-centered community designed to achieve program goals and expected student results.
- Provide systematic advising and evaluation activities which assure student success and program quality.
- Serve the region and state of Colorado through partnerships with school districts and institutions of higher education.

Expected Student Outcomes

The Teacher Education Program is a standards-based model of education. Student outcomes are the foundation of the program, upon which the curriculum, instruction, and assessment are aligned and implemented. Based on its mission to produce teachers of quality and distinction, the program has adopted goals in eight areas. Each goal has been articulated into a series of performance-based standards or outcomes that all students must achieve before completing the program. Benchmarks, or more specific outcomes, for each standard have been developed as course objectives throughout the program and faculty across campus have organized course requirements and assignments to assure that students can meet these standards at high levels.

Standards are aligned with the *Colorado Teacher Quality Standards* (2015) and requirements of the Colorado Department of Education and Colorado Department of Higher Education. Proficiency in all standards is required for successful completion of teacher education and recommendation for state licensure.

CSU-Pueblo teacher education graduates will:

1. Use democratic principles to create communities of learners that assure positive social interactions, collaboration, and cooperation.
2. Create learning experiences that make content knowledge accessible, exciting, and meaningful for all students.
3. Create a learning community in which individual differences are respected, appreciated, and celebrated.
4. Ensure, through the use of standards and informal and formal assessment activities, the continuous development of all learners.
5. Construct and use pedagogy to maximize the intellectual, social, physical, and moral development of all students.
6. Be reflective decision-makers, incorporating understandings of educational history, philosophy, and inquiry, as well as the values of the democratic ideal.
7. Create communities of learning by working collaboratively with colleagues, families, and other members.
8. Model the professional and ethical responsibilities of the education profession.

Outcome Assessment Activities

Teacher Education assesses student knowledge and skills at three points in the program: admission to education, admission to student teaching, and during the student teaching semester (program completion). Assessment activities include a review of 1) performance documented in students' eportfolios; 2) scores on standardized tests of general education and content knowledge; 3) ratings of proficiency on program standards by K-12 classroom teachers, University faculty, and student teacher supervisors based on direct observation of teaching; 4) self-evaluations/ratings of proficiency on program standards by program completers and graduates one year after teaching; and 5) ratings of proficiency by K-12 supervisors after graduates have taught for one year.

Teaching Endorsement Areas

The Teacher Education Program collaborates with other academic units to offer programs leading to Colorado teacher licensure in the following endorsement areas:

- Art (K-12)

- Early Childhood Education (birth-age 8)
- Elementary Education (K-6)
- English (7-12)
- World Languages–Spanish (K-12)
- Mathematics (7-12)
- Music (K-12)
- Physical Education (K-12)
- Science (7-12)
- Social Studies (7-12)

See the Teacher Education Handbook for add-on endorsements that have been approved by the Colorado Department of Education in K-12: Instructional Technology, Culturally and Linguistically Diverse Education, and Special Education

Selective Entry and Retention in Teacher Education Admission

Many education courses require the prerequisite of admission to education (see description of courses). Students complete the admission to education process during ED 301: Frameworks of Teaching. The entire process for gathering information and submitting it to faculty is completed during the course.

The following are the requirements that must be met to be admitted to teacher education. No exceptions can occur to these requirements:

1. Cumulative grade point of 2.600 or greater.
2. Completion of ENG 101 and 102 with grades of C or better.
3. For students pursuing secondary or K-12 licensure, completion of math course required by major field with a grade of C or better.
For students pursuing elementary or early childhood education, admission can happen by either:
 - a) completion of MATH 109 with a B- or better or
 - b) completion of two of the following courses with a C or better: MATH 109, 156, 360, 361The Associate Dean will evaluate transfer courses for admission purposes.
4. Completion of COMR 103 with a grade of B- or better. Students completing COMR 103 with a C or C+, or degree plus students may complete this competency through the Oral Proficiency Exam.
5. Completion of ED 301 with a grade of C or better.
6. Completion of a formal, standardized test during ED 301 such as the Proficiency Profile and a writing sample.
7. Completion of satisfactory background check with the Colorado Bureau of Investigation. Background check is sent to the Colorado Department of Education and report must meet the criteria required for obtaining a teaching license in Colorado as outlined in 22-60.5-103 C.R.S.

8. Completion of an education portfolio. Six types of materials will be submitted with the portfolio: 1) transcripts and official documents demonstrating students performance in University classes, 2) materials developed in University classes which demonstrate proficiency on specific education standards, 3) recommendations and evaluations from teachers, 4) materials used in field experiences and videos of teaching, 5) personal reflections and summaries about progress, and 6) results of formal tests. Specific portfolio requirements and manner of evaluation are included in the appendices to the *Teacher Education Handbook*. All portfolios will be submitted in electronic format (website).

Retention

Students must maintain a cumulative GPA of 2.600 and must continue to make progress towards proficiency on program standards to remain in the teacher education program. Additional details related to program retention are included in the *Teacher Education Handbook*.

Student Teaching

Student teaching provides opportunities to integrate theory with practice. Prior to being approved for a student teaching assignment, the following requirements must be met:

1. Completion of all course work including courses in the content area and education.
2. Cumulative GPA of 2.600.
3. GPA of 2.500 in the academic major.
4. Grades of C or higher in all courses required for licensure.
5. Passing score on the content exam in the student's licensure area, required by the State of Colorado.
6. Successful completion of an education portfolio. Six types of materials will be submitted with the portfolio: 1) transcripts and official documents demonstrating students performance in University classes, 2) materials developed in University classes which demonstrate proficiency on specific education standards. 3) recommendations and evaluations from teachers, 4) materials used in field experience and videos of teaching, and 5) personal reflections and summaries about progress. Specific portfolio requirements and manner of evaluation are included in the appendices to the *Teacher Education Handbook*. All portfolios will be submitted in electronic format (website).
7. Successful completion of all required early field experience hours and cooperating teacher evaluations. Hours must include work at the appropriate levels and in a variety of diverse high need settings.
8. Completion of any support plans.

9. Submission of current satisfactory background check from the Colorado Bureau of Investigation.

Applications must be submitted a semester in advance; the deadline for the application is 5:00pm on Wednesday of week 3 of classes. Student teaching requires full time effort; therefore students may not enroll in University courses other than Student Teaching and Capstone Seminar without permission of the Associate Dean.

Teacher Licensure

At completion of student teaching, the University Supervisor will recommend the student teacher for licensure. This recommendation is required for the institutional recommendation for successful program completion and recommendation to the Colorado Department of Education for a teaching license. Recommendation for licensure is not required for completion of the education minor.

Specific Requirements for the Early Childhood Education Teaching Endorsement/Minor

CSU-Pueblo requires the student interested in Early Childhood Education to complete a major in Early Childhood Education and all of the courses listed below.

Courses	Titles	Credits
ED 202	Foundations of Education PREREQUISITES- None	3
ED 280	Educational Media and Technology PREREQUISITES- None	3
ED 301	Frameworks of Teaching (Admission to Education is completed in this course) PREREQUISITES- Completion of 45 college hours and a cumulative GPA of 2.6	4
ECE 460	Managing ECE Classrooms PREREQUISITES- Admission to Education; GPA of 2.6	2
ECE 461	Teaching ECE Social Studies PREREQUISITES- Admission to Education; GPA of 2.6	2
ECE 462	Teaching ECE Language Arts PREREQUISITES- Admission to Education; GPA of 2.6	2
ECE 463	Teaching ECE Math PREREQUISITES- Admission to Education; GPA of 2.6	2

ECE 464	Teaching ECE Science PREREQUISITES-Admission to Education; GPA of 2.6	2
ECE 485	Capstone in ECE PREREQUISITES-Admission to Student Teaching. Must be taken with student teaching	1
ECE 486	Student Teaching in ECE PREREQUISITES- Admission to Student Teaching	12

TOTAL 33

Specific Requirements for the Elementary Teaching Endorsement/Minor

CSU-Pueblo requires the student interested in Elementary Education to complete a Liberal Studies major in addition to the courses in Education listed below.

Courses	Titles	Credits
ED 202	Foundations of Education PREREQUISITES- None	3
ED 280	Educational Media and Technology PREREQUISITES- None	3
ED 301	Frameworks of Teaching (Admission to Education is completed in this course) PREREQUISITES- Completion of 45 college hours and a cumulative GPA of 2.6	4
ED 380	Integrated Methods in Elem. School PREREQUISITES- Admission to Education; GPA of 2.6	3
RDG 410	Teaching Reading PREREQUISITES- Admission to Education; GPA of 2.6	3
RDG 411	Teaching Elementary Language Arts PREREQUISITES- Admission to Education; GPA of 2.6	2
ED 412	Teaching Diverse Learners PREREQUISITES- Admission to Education; GPA of 2.6	3
ED 413	Teaching Elementary Social Studies PREREQUISITES-Admission to Education; GPA of 2.6	2
ED 414	Teaching Elementary Science & Health PREREQUISITES-Admission to Education; GPA of 2.6	2

ED 417	Teaching Mathematics in Elementary School.....2
	PREREQUISITES- Admission to Education: GPA of 2.6; Completion of MATH 361
ED 485	Capstone Seminar in Education 1
	PREREQUISITES-Admission to Student Teaching. Must be taken with student teaching
ED 487	Student Teaching Elementary 12
	PREREQUISITES- Admission to Student Teaching
	<u>TOTAL 40</u>

ED 412	Teaching Diverse Learners** 3
	PREREQUISITES-Admission to Education: GPA of 2.6
ED 485	Capstone Seminar in Education 1
	PREREQUISITES-Admission to Student Teaching. Must be taken with student teaching.
ED 488/489	Secondary Student Teaching/ Student Teaching K-12 12
	PREREQUISITES-Admission to Student Teaching
	<u>TOTAL 37-40</u>

Specific Requirements for the Secondary and K-12 Teaching Endorsements/Minor

The student must complete an appropriate major and the following Education courses:

Courses	Titles	Credits
One of the following PSYCH courses:.....3		
PSYCH 151	Human Development PREREQUISITES-None OR	
PSYCH 251	Childhood and Adolescence PREREQUISITES-PSYCH 100 (Music students may take PSYCH 151 or PSYCH 251) OR	
PSYCH 342	Educational Psychology PREREQUISITES-PSYCH 100 or 151	
ED 202	Foundations of Education .....3 PREREQUISITES-None	
ED 280	Educational Media and Technology .....3 PREREQUISITES-None (Music Education students may complete MUS 103 and 306 for ED 280)	
ED 301	Frameworks of Teaching.....4 (Admission to Education is completed in this course) PREREQUISITES-Completion of 45 college hours and a cumulative GPA of 2.6	
RDG 435	Content Area Literacy* .....4 PREREQUISITES-Admission to Education; GPA of 2.6	
Special Methods in Endorsement Areas	.....4 PREREQUISITES-Admission to Education; GPA of 2.6	

* English/Language Arts students must also complete RDG 410.

** Physical Education students may complete EXHP 465 (Adaptive Physical Education) or ED 412.

Performance Assessment Activities

In the Teacher Education Program, performance assessment is a process that documents the relationship between the stated mission, goals, program standards, and actual student outcomes. Assessment is multidimensional and comprehensive, utilizing a variety of quantitative and qualitative measures.

- Assessment of student progress is frequent and ongoing throughout the program. At three points in the student's program, faculty completes a multidimensional assessment of progress on teacher education program standards: at admission to education, admission to student teaching and during student teaching. These assessments include a review of progress in all courses, evaluation of student performance through a student-constructed portfolio, and review of K-12 teachers' evaluation of student performance in field experiences.
- Evaluation of progress occurs at the end of each semester after admission to education through a review of student performance in University classes and field experiences.
- Student records are maintained in the Teacher Education Office.

Early Childhood Education Program

Coordinator: Jeff Piquette

The early childhood education program at CSU-Pueblo is focused on teaching children from birth through age 8. We offer two four-year degree programs (both bachelor of science): one with Director Qualification and one with K-3 licensure. Students will acquire a strong foundation in child

development and education through a combination of engaging courses and practical field work.

Program Goals

At CSU-Pueblo, teacher education is a campus-wide responsibility, and overall program goals reflect components of both a breadth and depth of knowledge of the liberal arts and the pedagogical skills to transform this knowledge into curriculum and instruction for young children.

Expected Student Learning Outcomes

Upon completion of the Bachelor of Science degree in Early Childhood Education, students will:

1. Acquire a broad knowledge of the liberal arts and sciences including an understanding of the significant ideas, concepts, structures and values within disciplines and mastering content knowledge in all areas taught in early childhood education: the arts, math, literature and language, social sciences, sciences, and child development and learning.
2. Construct knowledge through critical and analytical thinking, independent thinking, reasoned judgment, mature values, and imagination.
3. Communicate knowledge by effectively writing in academic and practical formats, speaking in a variety of settings, and utilizing technology as a tool for communication.
4. Apply knowledge by using multiple representations and explanations of disciplinary concepts; using different viewpoints, theories, "ways of knowing," and methods of inquiry in the teaching of subject matter content; evaluating curriculum for comprehensiveness, accuracy, and usefulness; engaging students in generating knowledge and testing hypotheses through inquiry; developing and using curricula that encourage students to see and interpret ideas from diverse perspectives; and creating interdisciplinary learning experiences.

Outcomes Assessment Activities

The knowledge and skills of students in the Early Childhood Education major are assessed at three points in their program: admission to education, during the semester prior to the capstone term (student teaching or practicum), and at program completion. Assessment activities include the faculty's review of 1) performance documented in students' eportfolios; 2) scores on standardized tests of general education and content knowledge; 3) ratings of proficiency on program standards by PK-3 classroom teachers, University faculty, and

student teacher or practicum supervisors based on direct observation; 4) self-evaluations/ ratings of proficiency on program standards by program completers and graduates one year after teaching; and 5) ratings of proficiency by PK-3 supervisors after graduates have been employed for one year.

Requirements for the Early Childhood Education Major

Requirements for admission and retention in teacher education are included in the description of the *Teacher Education Program* in this catalog and in the [Teacher Education Handbook](#).

Students must receive a grade of C or greater in all courses listed as requirements; a minimum cumulative GPA of 2.500 in courses completed in the major at CSU-Pueblo is required for admission to student teaching.

GENERAL EDUCATION REQUIREMENTS

General Education Skill Requirements

Courses	Titles	Credits
ENG 101	Composition I.....	3
ENG 102	Composition II.....	3
One of the following		3
MATH 109	Mathematical Explorations	
MATH 156	Introduction to Statistics	

General Education Knowledge Requirements

Courses	Titles	Credits
ART 100	Visual Dynamics	3
BIOL 100	Principles of Biology	3
BIOL 100L	Principles of Biology Lab	1
COMR 103	Speaking and Listening	3
ENG 130	Introduction to Literature.....	3
GEOG 103	World Regional Geography	3
GEOL 101	Earth Science	3
GEOL 101L	Earth Science Lab	1
PSYCH 151	Human Development.....	3
HIST 201	U.S. History I	3

Total General Education Required 35

MAJOR REQUIREMENTS

Courses	Titles	Credits
ECE 101*	Intro to ECE	3
ECE 102*	Intro to ECE Lab Tech	3
ECE 103*	Guidance Strat for Young Children.....	3
ECE 111*	Infant & Toddler Theory & Practice.....	3
ECE 205*	Nutrition, Health, & Safety	3
ECE 241*	Admin: Human Relations for ECE	3
ECE 294	Field Experience.....	1

ECE	350	Programs for ECE.....	3
ECE	355	Play & Creative Expression in ECE	3
ECE	420	Involving Diverse Families in ECE	3
ECE	425	Intro to EC Spec Ed.....	3
ECE	430	Teaching Young CLD Children	3
ECE	440	Effective Instr in Early Literacy	3
ECE	493	Seminar	3
ECE	498	Internship.....	9
ED	202	Foundations of Education.....	3
ED	280	Educational Media & Technology	3
ED	301	Foundations of Education.....	4
ED	351	Children’s Literature.....	3
MATH	360	Elem. Concepts of Mathematics I.....	3
MATH	361	Elem. Concepts of Mathematics II.....	3
MUS	118	Music Appreciation	3
POLSC	101	American National Politics.....	3
Electives		.....	11

*Course must be taken at a community college

Total Core Requirements..... 85

PROGRAM REQUIREMENT TOTAL 120

Requirements for the Early Childhood Education Major with an Emphasis in K-3 Licensure

Students completing the Early Childhood Education major with Director Qualification & K-3 Licensure are **required** to minor in Education.

Requirements for admission and retention in teacher education are included in the description of the *Teacher Education Program* in this catalog and in the [Teacher Education Handbook](#).

Students must receive a grade of C or greater in all courses listed as requirements; a minimum cumulative GPA of 2.500 in courses completed in the major at CSU-Pueblo is required for admission to student teaching.

Colorado State Board of Education approval of the licensure component of this program is pending, with full approval expected by Fall 2018. For an updated status on this approval, please contact the Associate Dean of Teacher Education.

GENERAL EDUCATION REQUIREMENTS

General Education Skill Requirements

Courses		Titles	Credits
ENG	101	Composition I.....	3
ENG	102	Composition II.....	3
MATH	109	Mathematical Explorations.....	3

General Education Knowledge Requirements

Courses		Titles	Credits
ART	100	Visual Dynamics	3
BIOL	100	Principles of Biology	3
BIOL	100L	Principles of Biology Lab	1
COMR	103	Speaking and Listening	3
ENG	130	Introduction to Literature.....	3
GEOG	103	World Regional Geography	3
GEOL	101	Earth Science	3
GEOL	101L	Earth Science Lab	1
PSYCH	151	Human Development.....	3
HIST	201	U.S. History I	3

Total General Education Required 35

MAJOR REQUIREMENTS

Courses		Titles	Credits
ECE	101*	Intro to ECE	3
ECE	102*	Int to ECE Lab Tech	3
ECE	103*	Guidance Strat for Young Children.....	3
ECE	111*	Infant & Toddler Theory & Practice.....	3
ECE	205*	Nutrition, Health, & Safety	3
ECE	241*	Admin: Human Relations for ECE	3
ECE	294	Field Experience.....	1
ECE	350	Programs for ECE	3
ECE	355	Play & Creative Expression in ECE	3
ECE	420	Involving Diverse Families in ECE.....	3
ECE	425	Intro to EC Spec Ed.....	3
ECE	430	Teaching Young CLD Children	3
ECE	440	Effective Instr in Early Literacy	3
ED	351	Children’s Literature	3
MATH	360	Elem. Concepts of Mathematics I.....	3
MATH	361	Elem. Concepts of Mathematics II.....	3
MUS	118	Music Appreciation	3
POLSC	101	American National Politics.....	3

*Course must be taken at a community college

Total Core Requirements 52

Education Minor Requirements 33

PROGRAM REQUIREMENT TOTAL 120

LIBERAL STUDIES PROGRAM

(Major for Elementary Education)

Coordinator: Jeff Piquette

The Liberal Studies major, which leads to a B.S. degree, is intended to provide a strong liberal arts education for future elementary education teachers. Core requirements build upon students’ experiences in General Education to provide both breadth and depth in the arts and humanities, English, math, sciences, and social sciences. Required courses provide support in each area of the Colorado

Content Standards. Students are required to select an area of concentration or emphasis for an additional 15 hours of study. Areas of concentration may be chosen from Art, English, Health, Language and Linguistics, Math, Modern World Languages, Music, Science, and Social Studies.

This degree is approved for students in Elementary Education. Students completing the Liberal Studies major are **required** to minor in Education.

Program Goals

At CSU-Pueblo, teacher education is a campus wide responsibility, and overall program goals reflect components of both the Liberal Studies major and Education minor. It is the purpose of the Liberal Studies major to assure that students will develop breadth and depth of knowledge of the liberal arts, and it is the responsibility of the Education minor to assure students become proficient at transforming this knowledge into curriculum and instruction for young children.

Expected Student Learning Outcomes

It is the joint responsibility of both the major and minor to prepare future teachers to evaluate information critically, to study and research independently, and to communicate knowledge effectively. The following four program goals have been established for the Liberal Studies Degree. Goal 1 is largely the responsibility of the Liberal Studies major and Goal 4 the responsibility of the Elementary Education minor; benchmarks for Goals 2 and 3 have been designed across the entire degree program.

1. Acquisition of Knowledge. Graduates are broadly educated in the liberal arts and sciences:
 - Understanding the significant ideas, concepts, structures and values within disciplines, including theoretical, ethical, and practical implications.
 - Mastering content knowledge in all areas taught in elementary schools: the arts, math literature and language, social sciences, sciences, and human development and learning.
 - Balancing a breadth of knowledge in the liberal arts and sciences with depth of knowledge within a discipline.
2. Construction of Knowledge. Graduates demonstrate habits of thinking, including analytical skills, independent thinking, reasoned judgment, mature values, and imagination:
 - Utilizing the tools of inquiry of the humanities, arts, mathematics, and behavioral, social, and natural sciences to understand and evaluate ideas.
 - Developing habits of critical intellectual inquiry,

including self-direction and self-reflection.

- Making connections from different intellectual perspectives and multiple viewpoints to form cross-disciplinary connections.
 - Utilizing research skills of the liberal arts and sciences, including library and data retrieval skills, to study and evaluate information.
3. Communication of Knowledge. Graduates communicate effectively:
 - Writing clearly in a variety of academic and practical formats.
 - Speaking effectively in a variety of settings.
 - Utilizing technology as a tool to inform and communicate.
 4. Application of Knowledge. Graduates create standards-based learning experiences that make knowledge accessible, exciting, and meaningful for all students:
 - Using multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings.
 - Using different viewpoints, theories, "ways of knowing," and methods of inquiry in teaching of subject matter content.
 - Evaluating curriculum for their comprehensive-ness, accuracy, and usefulness for representing particular ideas and concepts.
 - Engaging students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline
 - Developing and using curricula that encourage students to see and interpret ideas from diverse perspectives.
 - Creating interdisciplinary learning experiences that allow inquiry from several subject areas.

Outcomes Assessment Activities

The knowledge and skills of students in the Liberal Studies major are assessed at three points in their program: admission to education, admission to student teaching, and during the student teaching semester (program completion). Assessment activities include the faculty's review of 1) performance documented in students' eportfolios; 2) scores on standardized tests of general education and content knowledge; 3) ratings of proficiency on program standards by K-12 classroom teachers, University faculty, and student teacher supervisors based on direct observation of teaching; 4) self-evaluations/ ratings of proficiency on program standards by program completers and graduates one year after teaching; and 5) ratings of proficiency by K-12 supervisors after graduates have taught for one year. Standardized tests completed by

students in Liberal Studies include the Educational Testing Service's (ETS) *Proficiency Profile* and the *Praxis II Elementary Content Knowledge Test* (produced by ETS).

Selective Entry and Retention in Teacher Education Admission.

Program Design

The program is planned as a coherent whole, with four components:

1. General Education

Specific **General Education** courses form the foundation of knowledge for all students with this major. These courses fulfill CSU-Pueblo graduation requirements and are essential to meet many of the content standards for elementary teachers. Courses in the arts and humanities, English, math, history, sciences, and social sciences contribute to the General Education core.

2. Liberal Studies Core

Liberal Studies Core requirements build upon students' experiences in General Education to provide both breadth and depth to the program to meet program goals. Emphasis is placed on each area relative to K-6 content standards to assure depth of knowledge in the humanities, social sciences, math, and sciences.

3. Liberal Studies Area of Emphasis in a Specific Discipline

Students are required to select an area of concentration or emphasis and, in consultation with an adviser, develop a plan for study for an additional 15 hours in Liberal Studies. The plan should include goals to be achieved by the concentration and the sequence of courses to achieve the goals. Areas of concentration may be chosen from Art, English, Health, Language and Linguistics, Math, Modern World Languages, Music, Reading, Science, Social Studies and Special Education. Elementary Education has special requirements for admission and retention. Please refer to the section in the catalog for this information.

4. Education Minor

All students must complete a minor in Education. The Education minor, which has been developed to coordinate with the major, requires completion of 40 credit hours. Please refer to *Teacher Education Program* section: *Specific Requirements for the Elementary Teaching Endorsement*. Education has special requirements for admission and retention. Please refer to *Teacher Education Program* section:

Program Assessment

Assessment will be ongoing, with evaluations at three check points (admission to education, admission to student teaching, and program completion), as well as follow-up assessments at the end of one year after program completion. Student outcomes will be evaluated through, a) formal assessments at the sophomore (e.g., Proficiency Profile) and senior level (PRAXIS Elementary Education Content Exam), b) faculty recommendations of student progress, c) portfolio assessment, and d) assessment of the application of knowledge in students' field experiences and student teaching. The contents of the electronic portfolio required of all students will include representative work from courses, as well as student-directed evaluations of progress.

Requirements for the Liberal Studies Major

Requirements for admission and retention in teacher education are included in the description of the *Teacher Education Program* in this catalog and in the [Teacher Education Handbook](#).

Students must receive a grade of C or greater in all courses listed as requirements; a minimum cumulative GPA of 2.500 in courses completed in the major at CSU-Pueblo is required for admission to student teaching.

GENERAL EDUCATION REQUIREMENTS

General Education Skill Requirements

Courses	Titles	Credits
ENG 101	Composition I.....	3
ENG 102	Composition II.....	3

One of the following:

MATH 109	Mathematical Explorations	3
MATH 156	Introduction to Statistics	3
MATH 121	College Algebra.....	4
MATH 126	Calculus & Analytic Geometry I	5

General Education Knowledge Requirements

Courses	Titles	Credits
BIOL 100	Principles of Biology	3
BIOL 100L	Principles of Biology Lab	1
COMR 103	Speaking and Listening	3
ENG 130	Introduction to Literature.....	3
GEOG 103	World Regional Geography	3
GEOL 101	Earth Science	3
GEOL 101L	Earth Science Lab	1

One of the Following:	3
PSYCH 151 Human Development.....	3
PSYCH 251 Childhood and Adolescence	3

One of the following:	3
ART 100 Visual Dynamics	3
MUS 118 Music Appreciation	3

One of the following:	3
HIST 110 World History to 1500	3
HIST 111 World History past 1500	3

Students are not allowed to count the same courses completed for general education requirements as course requirements in the Liberal Studies major, including those in concentrations.

Total General Education Required..... 35

LIBERAL STUDIES CORE REQUIREMENTS

Courses	Titles	Credits
ENGLISH (6 hours)		
ED 351	Children’s Literature.....	3
ENG 303	Advanced Composition.....	3

HISTORY (3 hours)		
One of the following:		
HIST 201	U.S. History I	3
HIST 202	U.S. History II	3

FINE ARTS (3 hours)		
One of the following (not completed for General Education):		
ART 100	Visual Dynamics	3
MUS 118	Music Appreciation	3

MATH (9 hours)		
MATH 360	Elem. Concepts of Mathematics I	3
MATH 361	Elem. Concepts of Mathematics II	3
MATH 362	Problem Solving for Elementary Teachers.....	3

MULTICULTURAL STUDIES (3 hours)		
CS 420	Voices of Protest.....	3
(Other approved multicultural courses may be added)		

SCIENCE (4 hours)		
PHYS 150/		
CHEM 150	Elementary Concepts in Physics and Chemistry	4

SOCIAL SCIENCE (3 hours)		
POLSC 101	American National Politics	3

Total Core Requirements..... 31

REQUIRED CONCENTRATION IN DISCIPLINE AREA

(15 HOURS)

Students are required to select one of the following concentration areas of 15 hours. All students should meet with an adviser and develop the goals to be achieved by completion of the concentration and the sequence of courses to achieve the goals. Some options may lead to an added teaching endorsement.

ART		
ART 211	History of Art I.....	3
ART 212	History of Art II.....	3
Studio Art Course		3
Art courses numbered 300 or above.....		6

EARLY CHILDHOOD EDUCATION

15 hours from the following options:		
ECE 101*	Intro to ECE	3
ECE 102*	Int to ECE Lab Tech	3
ECE 103*	Guidance Strat for Young Children.....	3
ECE 111*	Infant & Toddler Theory & Practice.....	3
ECE 205*	Nutrition, Health, & Safety	3
ECE 241*	Admin: Human Relations for ECE	3
ECE 355	Play & Creative Expression in ECE	3
ECE 420	Involving Diverse Families in ECE.....	3
ECE 425	Intro to EC Spec Ed.....	3
ECE 430	Teaching Young CLD Children	3
ECE 440	Effective Instr in Early Literacy	3
ECE 460	Managing ECE Classrooms	2
ECE 461	Teaching ECE Social Studies	2
ECE 462	Teaching ECE Language Arts	2
ECE 463	Teaching ECE Math	2
ECE 464	Teaching ECE Science.....	2

*Course must be taken at a community college

ENGLISH

ENG 201	Introduction to Literary Study.....	3
12 hours, 6 hours of which must be in courses numbered 300 or above		12

HEALTH

EXHP 162/L	Personal Health/Lab	4
EXHP 201	Drugs & Healthy Lifestyles	3
AT 232	First Aid	2
EXHP 382	Lifestyle Disease Risk Reduction	3
One of the following courses in Health.....		3
BIOL 112	Nutrition	3
EXHP 336	Community Health	3
EXHP 485	Health Promotion Program Planning	3
EXHP 487	Implementation in Health Promotion....	4

LANGUAGE AND LINGUISTICS

COMR 260	Language Acquisition and Linguistics...3	
ENG 251	Traditional Grammar Theory OR	
ENG 352	English Syntax and Usage	3

ENG 353	Language in the USA.....	3
	Electives in Language/Linguistics	6

MATH

MATH 126	Calculus & Analytic Geometry I	5
MATH 207	Matrix and Vector Algebra	3
MATH 224	Calculus and Analytic Geometry II.....	5
MATH 330	Introduction to Higher Geometry.....	3

MODERN WORLD LANGUAGE

All students will be required to complete a Placement Test to determine the level at which they will begin a language. Fifteen hours in the language will be planned with a language faculty adviser.

FRENCH

FRN	courses	15
-----	---------------	----

ITALIAN

ITL	courses	15
-----	---------------	----

SPANISH

SPN	courses	15
-----	---------------	----

MUSIC

MUS 150	Music Theory I	3
MUS 210	Music Theory II	3
MUS 118	Music Appreciation (If taken as core course, 3 elective hours may be taken.)	3
MUS 127	Functional Piano Class	1
MUS xxx	Applied Music (3 semesters) .. 3 (1+1+1)	
VARIABLES	Music Ensemble (4 total)	2(.5x4)
MUS 101	Music Perf. Symposium I (2 sem)	0

READING

15 hours from the following options:

CLDE 420	Literacy for EL Learners	3
ED 429	Literacy & Technology	3
ENG 412	Young Adult Literature	3
RDG 360	Practicum.....	1-3
RDG 435	Content Area Literacy.....	4
RDG 450	Diag. & Remed. of Reading Problems..	3
RDG 491	Special Topics in Reading	1-2

SCIENCE

One Biology, One Chemistry, and One Physics Course and Labs; examples include:

BIOL 121/L	Environmental Conservation/Lab.....	4
BIOL 181/L	College Biology I/Organismal Bio/Lab ..	4
BIOL 206/L	Intro to Microbiology /Lab	4
CHEM 101/L	Chemistry and Society/Lab.....	4
CHEM 111/L	Principles of Chemistry/Lab	4
CHEM 121/L	General Chemistry I/Lab.....	5
PHYS 110/L	Astronomy/Lab.....	4
PHYS 140/L	Light, Energy, and the Atom/Lab	4
PHYS 201/L	Principles of Physics I/Lab.....	4

PHYS 221/L	General Physics I/Lab	5
	One additional course in Earth Science or Space Science (GEOL 114 or PHYS 110)	3

SOCIAL STUDIES

HIST 201/or		
HIST 202	U.S. History I/II (whichever class not completed in core)	3
ECON 201	Principles of Macroeconomics.....	3
	Upper division courses in History, Chicano Studies, or Political Science	9

SPECIAL EDUCATION

15 hours from the following options:

ED 406	Behavioral Support	3
ED 407	Levels of Support I.....	3
ED 408	Levels of Support II.....	3
ED 409	Levels of Support III.....	3
ED 410	Collaboration in Education.....	3
ED 431*	Div. Learners and Tech	3
ED 445	Assess. & Data Driven Instr.....	3
ED 481	Practicum and Seminar in Ed	1-6

RDG 450	Diag. & Remed. of Rdg. Problems.....	3
	*This course counts toward the concentration, but is not part of the required 24 credit hours for the Special Education Generalist added endorsement.	

Required Concentration in Discipline Area 15
(See concentrations listed above)

Elementary Education Requirements..... 40

PROGRAM REQUIREMENT TOTAL 121

READING PROGRAM

READING MINOR

The reading minor is intended for elementary, secondary, or K-12 teacher certification candidates who wish to have a recognized area of strength in the teaching of reading and other language arts.

Expected Student Outcomes

As a result of successfully completing the reading minor, the student must be able to:

- Recognize, describe, diagnose, and teach all the generally accepted concepts, strategies and skills in the areas of oral language, reading readiness, emergent literacy, word recognition, comprehension, interpretation, literary appreciation, reading for information, critical reading and thinking, reference skills, study skills, oral reading, listening, speaking, English language usage, syntax, grammar,

punctuation, capitalization, creative and informative writing, spelling and penmanship;

- Describe the role and importance of the child’s self-concept, experience and culture, home language and dialect, stages of growth and development, and success and familiarity with literature as factors in motivating growth in reading and the language arts;
- Plan lessons and teach effectively using a variety of grouping techniques, including whole class, individual, ability, and cooperative;
- Locate and use a variety of materials to teach reading and the other language arts. The materials include textbooks, basal readers, trade and library books, teacher-made materials, computer programs, student-generated texts, centers, newspapers, and children’s literature;
- Diagnose student reading levels and specific strengths and weaknesses, organize instruction to provide for the needs of the class and individual special students, adapt instruction in content areas to promote content learning, and develop reading and writing growth for all students;
- Recognize common causes of reading and writing difficulties and administer and interpret the scores of a variety of informal assessment techniques such as reading miscue inventories and norm-referenced standardized tests;
- Assess writing samples for diagnosis and prescription in expression, organization, fluency, sentence and paragraph development, theme, spelling, penmanship and fluency in work processing; and
- Explain the need to collaborate with parents, librarians, drama and other teachers to provide an effective language arts program.

Outcomes Assessment Activities

Assessment activities conducted for the Reading minor include the following: a review of 1) scores on standardized tests of content knowledge related to literacy; 2) ratings of proficiency on program based on performance documented for standards in Goal 2 of students’ eportfolios; and 3) self-evaluations/ratings of proficiency on program outcomes by program completers and graduates one year after teaching.

Specific Requirements

Students must complete the reading core with a GPA of 3.00 or better and complete the reading electives with a cumulative GPA of 2.60 or better. RDG 301 or 425 are prerequisites for other reading courses. The minor requires completion of a minimum of 21 hours, 14 from core courses and 7 hours chosen from available electives with consultation with an education adviser. Many electives are available only in summer sessions.

Core Course Requirements

Courses	Titles	Credits
ED 351	Children’s Literature.....	3
	OR	
ENG 412	Young Adult Literature	3
RDG 410	Teaching Reading.....	3
RDG 411	Teaching Elementary Language Arts.....	2
RDG 435	Content Area Literacy	4
RDG 450	Diagnosis and Remediation of Reading Problems	3
		CORE TOTAL 14

Seven credits of electives from the following list: 7

Courses	Titles	Credits
CLDE 420	Literacy for EL Learners.....	3
ED 429	Literacy & Technology	3
RDG 310	Current Approaches to Reading and Writing Instruction	3
RDG 360	Practicum.....	1-3
RDG 431	Developing Creative Centers	1
RDG 436	New Directions in Reading Comprehension	2
RDG 437	Newspapers as a Teaching Resource	1
RDG 442	Reading Across Cultures	2
RDG 491	Special Topics in Reading	1-2
		Core Total 14
		Electives Required 7
		Total Required 21

Higher Education Act (HEA) Reporting Requirements

In October 1998, Congress enacted Title II of the Higher Education Act (HEA), requiring new reporting requirements for institutions and states on teacher preparation and licensing. Section 207 of Title II requires the annual preparation and submission of a report by each university that prepares teachers on how well individuals who complete its teacher preparation program perform on initial state licensing and certification assessments in their areas of specialization. Universities are also required to publish information on basic aspects of their programs, such as number of students, amount of required supervised practice teaching, and the student-faculty ratio in supervised practice teaching. Information on students who completed CSU-Pueblo’s teacher education program can be found on the program’s website: <https://www.csupueblo.edu/institutional-research/student-outcomes/licensure-exams.html>.

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

Dr. William Folkestad, Dean

Academic Departments/Programs

Art

Major: Art (BA, BFA)
Emphasis Areas:
Art Education K-12 (BA)
Art History (BA)

Minor: Art

Cannabis Studies Program

Minor: Cannabis Studies

Chicano/a Studies Program

Minor: Chicano Studies

Certificate: Diversity Studies

English/World Languages

Majors: English (BA)
Emphasis Areas:
Creative Writing
Secondary Teaching Endorsement
English (M.A.)
(See *Graduate Programs* section of catalog)
Joint BA/MA-English
World Language-Spanish (BA)
Emphasis Area:
World Language-Spanish
Education (K-12)

Minors: Communication & Rhetoric
Creative Writing
English
French
Italian
Spanish

Certificate: Graduate Certificate in English

History/Political Science/Philosophy/Geography

Majors: History (BA, BS)
Emphasis Area:
History Secondary Education (BS)
Political Science (BA, BS)
Emphasis Area:
Secondary Education

Minors: History
Homeland Security
Philosophy
Political Science
Legal Studies

Certificate: Homeland Security Studies

Mass Communication and Center for New Media

Major: Mass Communications (BA, BS)
Emphasis Areas:
Electronic Media
Integrated Communication
Journalism

Minor: Mass Communications

Military Science ROTC Program

Minor: Military Science

Music

Major: Music (BA)
Emphasis Areas:
Music Education K-12
Music Performance

Minors: Music
Composition and Music Theory
Jazz Studies
Music and Audio Production
Organ Performance Studies
Piano Pedagogy

Non-Profit Administration

Minor: Non-Profit Administration

Psychology

Major: Psychology (BA, BS)

Minor: Psychology

Social Work

Major: Social Work (BSW)

Sociology/Criminology/Anthropology/Social Science

Majors: Sociology (BA, BS)
Criminology (BA, BS)

Minors: Anthropology
Sociology

Women's Studies

Minor: Women's Studies

Mission

The mission of the College of Humanities and Social Sciences is to help students develop critical thinking skills, aesthetic awareness, and ethical perspectives, to provide them with the tools and expertise necessary to function as responsible citizens and professionals and to engage in intellectual and artistic pursuits. Faculty members are committed to high quality teaching, theoretical and applied research, scholarship, creativity, to effective service to the University, the profession, and the region, and to the innovative use of technology in these endeavors. The college strives to be a community of learners, teachers, and scholars responsive to the challenges of a diverse society, a vulnerable environment, and an increasingly technological and interdependent world.

Graduation Requirements

In addition to requirements for the major and general education, students must complete unless otherwise specified by departmental requirements either A) any minor degree program listed in the catalog other than their major; or B) 18 hours of credit outside their major (courses must have a different prefix than their major). Music and Social Work majors are exempt from this requirement. Students may not use the same credits to satisfy requirements for both the major and minor degrees. Students may not use credits taken to satisfy general education to count toward their required 18 hours.

The Anthony T. and Theresa H. Capps-Capozzolo Center for the Creative and Performing Arts

The Anthony T. and Theresa H. Capps-Capozzolo Center for the Creative and Performing Arts is an interdisciplinary academic unit within the College of Humanities and Social Sciences. In accordance with the intent of Anthony Capozzolo’s generous gift to the University, the center’s mission is to promote and enhance the visual arts, music, dance, and theater through academic programs, course offerings, scholarships, special events, and related activities that contribute to student learning and appreciation for the creative and performing arts at CSU-Pueblo.

ART DEPARTMENT

Department Chair: Contact Art Department

Faculty: Aviña, Dalton, R. Hansen, V. Hansen, Peters

The art curriculum is designed to aid and promote exploration of art-making processes and to increase the student’s understanding of art and its relationship to society. The art major prepares the student to be a practicing artist, to enter graduate school for further

professional education or to enter the job market in art-related careers. Students also may select art courses as a means of achieving a greater sense of personal creativity and accomplishment. Students, faculty, and invited professional artists display works in the CSU-Pueblo Art Gallery. An active visiting artist program provides contact with successful regional and national professionals.

The major in art leads to the degrees of Bachelor of Arts (BA) or Bachelor of Fine Arts (BFA). A minor in art is also available.

The department aims to provide art facilities, a creatively active faculty, and an engaging curriculum in a variety of emphasis areas. While at CSU-Pueblo, students mature as artists and integrate their knowledge in broad ways to fulfill their creative and professional lives.

General Program Requirements

- The art faculty firmly believes that a quality undergraduate art program must be built from the strong foundation of basic concepts and techniques provided by the required ART CORE courses. Art history, drawing and design combined with an introduction to the basic art processes, provide the necessary background of information and skills for individual artistic growth and maturity. A strong grounding in the fundamentals of art, as provided in the ART CORE, indicates the department’s insistence upon respect for and commitment to the academic discipline of art as a professional career.
- Art majors must complete the required courses known as the ART CORE, before proceeding into the beginning courses.
- No grade lower than a C will count toward either an art major or minor.
- BFA candidates must maintain a 3.0 in the art major.
- Students are required to take 30 hours of major courses in residency.

Core Requirements for the Art Major

Art Core Courses

ART Courses	Titles	Credits
ART 110	Art Career Orientation (fall).....	1
ART 115	Two-Dimensional Design.....	3
ART 116	Three-Dimensional Design	3
ART 141	Drawing I	3
ART 211	History of Art I (fall).....	3
ART 212	History of Art II (spring).....	3
ART 242	Drawing II	3
		TOTAL 19

World Language Requirements for the BA Degree Art Major

Students seeking the degree of Bachelor of Arts must complete one of the three options listed below:

1. • Completion of the second level of a world language (course number 102)
 - Students may test out of the course

Completion of a world language course above 102 with a grade of C or better will satisfy the requirement.

2. Completion of WL 100, Introduction to Comparative Linguistics, and ANTHR/ENG 106, Language, Through, and Culture
3. Completion of the second level of American Sign Language.

*International students for whom English is a second language may substitute two terms of English courses (excluding ENG 101 and ENG 102) for the world language requirement.

Specific Requirements for the BA Degree Art Major

ART Courses	Titles	Credits
Required Art Core 19		
ART 234	Painting I	
	OR	
ART 270	Printmaking I.....	3
ART 247	Ceramics I	
	OR	
ART 233	Sculpture I	3
ART 281	Intro to Graphic Design I	
	OR	
ART 274	Digital Art I.....	3
ART 310	Portfolio Review.....	1
ART 411	Twentieth-Century Art.....	3
ART 410	Senior Career Orientation.....	1
	(last spring semester)	

TOTAL 33

PLUS

Emphasis Upper Division Area.....	12
ART Upper Division Electives (selected with an art adviser).....	5

TOTAL 50

Specific Requirements for the BA Degree Art History Emphasis

ART Courses	Titles	Credits
Required Art Core 19		

Studio Explorations 7
(Select courses for a total of 7 semester hours from the following list:)

ART 234	Painting I	3
	OR	
ART 270	Printmaking I.....	3
ART 247	Ceramics I	3
	OR	
ART 233	Sculpture I	3
ART 281	Intro to Graphic Design I.....	3
	OR	
ART 274	Digital Art I.....	3
ART 291/491	Special Topics	1
	(selected studio/visiting artists)	

Art History

(Select courses for a total of 19 semester hours from the following list:.)..... 19

ART 311	Ancient Art.....	3
ART 312	Medieval Art.....	3
ART 313	Renaissance Art	3
ART 314	Baroque and Rococo Art	3
ART 315	Nineteenth-Century Art.....	3
ART 411	Twentieth-Century Art.....	3
ART 412	Contemporary Art.....	3
ART 491	Special Topics	1-3
	(selected topics in Art History)	
ART 310	Portfolio Review.....	1

Three credits from the following Non-Western Art History courses: 3

ART 413	Native American Art.....	3
ART 414	Asian Art.....	3
ART 415	Latin American Art.....	3
ART 410	Senior Career Orientation.....	1
	(last spring semester)	

TOTAL 50

Specific Requirements for BA Degree Art Education K-12 Emphasis

ART Courses	Titles	Credits
Required Art Core 19		
ART 234	Painting I	3
ART 247	Ceramics I	3
ART 270	Printmaking I	3
ART 276	Photography	3
ART 281	Intro to Graphic Design I.....	3

ART	XXX	Upper Division Art History Course	3
ART	310	Portfolio Review.....	1
ART	410	Senior Career Orientation.....	1
		(last spring semester before student teaching)	
ART Upper Division Electives		(selected with an art adviser).....	12
<hr/>			
TOTAL			51

There are additional licensure requirements; consult the Teacher Education Program for details.

Specific Requirements for the BFA Degree Art Major

ART Courses	Titles	Credits	
Required Art Core			19

Studio Explorations9
 (Select 3 courses for a total of 9 semester hours from the following list:)

ART	233	Sculpture I	3
ART	234	Painting I.....	3
ART	247	Ceramics I	3
ART	270	Printmaking I.....	3
ART	274	Digital Art I.....	3
ART	276	Photography	3
ART	281	Intro to Graphic Design I.....	3
ART	291	Special Topics	3

Professional Development

ART	310	Portfolio Review.....	1
ART	410	Senior Career Orientation.....	1
		(last spring semester)	

Art History

ART	411	Twentieth-Century Art.....	3
ART	XXX	Upper Division Art History.....	3

PLUS

ART Upper Division Electives			15
ART Upper Division Studio Emphasis Area			15
<hr/>			
TOTAL			66

Specific Requirements for the Art Minor

ART Courses	Titles	Credits	
ART 115 or 116	Two or Three-Dimensional Design.....	3	
ART 141 or 242	Drawing I or II	3	
ART 211 or 212	History of Art I or II.....	3	
ART Electives (approved by minor adviser)		12	
<hr/>			
TOTAL			21

Co-curricular requirements

The faculty supports and encourages the involvement of art majors and minors in the Art Club and related activities specific to each studio.

Department of Art Student Learning Outcomes and Assessment Activities

- 1) Students will apply discipline-specific competencies for success in their emphasis area.
 - Outcome Assessment Activity: ART 410 with exit survey
- 2) Students will distinguish the role of art in a global society.
 - Outcome Assessment Activity: Senior portfolio with exit survey and art history rubric to measure quality of written expression
- 3) Students will employ creative skills associated with interdisciplinary learning.
 - Outcome Assessment Activity: ART 410 with exit survey
- 4) Students will make use of intellectual and practical skills for lifelong learning.
 - Outcome Assessment Activity: Internships with employee surveys
- 5) Students will create original work suitable for entry into a juried exhibition.
 - Outcome Assessment Activity: Annual juried art show and any non-juried student on-campus shows
- 6) Art education students will be able to apply the knowledge and skills needed to help children learn to create and appreciate art.
 - Outcome Assessment Activity: PLACE test in addition to other BA measurements

CANNABIS STUDIES

Mission

The Cannabis Studies Minor is a 22 credit program of study designed for students seeking to complement their major program of study in Social Work, Sociology, History, Political Science or other programs. This minor is open to all students. The Cannabis Studies Minor supports the mission of the university by providing courses focused on cannabis and its social, legal, historical, political, and health-related impact on society. More specifically, this minor endorses our commitment to our role as a regional comprehensive university dedicated to providing leadership in civic responsibility through excellence in teaching and research.

Student Learning Outcomes

Students will be able to:

- Students will identify the legal and social ramifications/impacts of cannabis on society.
- Students will explain local, state, and federal policies regarding cannabis.
- Students will apply knowledge gained from cannabis studies to internships in health, social, legal, or nonprofit settings, as appropriate.

Outcome Assessment Activities

The curriculum of the Cannabis Studies Minor delivers a strong base of knowledge relating to cannabis. As part of a Hispanic Serving Institution, there is an emphasis on understanding and appreciating the impact cannabis has had on the Chicano/Chicana community and other regional populations of the Southwestern United States.

Student learning is measured through the completion of required course components. Faculty teaching the minor area courses will evaluate each project, paper, or exam submitted by students, paying close attention to the students' ability. The results of these assessment activities are used to improve program offerings and enhance student learning.

Specific Requirements for the Cannabis Studies Minor

Core Courses: 13 credits

Courses	Titles	Credits
POLSC 340	Public Policy	3
PSYCH 220	Drugs and Behavior	3
SOC 418	Crime, Drugs, and Social Policy	3
CHEM 101	Chemistry and Society.....	3
CHEM 101L	Chemistry and Society Lab.....	1

Electives Courses.....9

Choose from the following courses or other elective courses as approved.

Note: many of these electives have prerequisites that would satisfy general education requirements.

Courses	Titles	Credits
POLSC 323	Criminal Law and Procedure	3
PSYCH 331	Physiological Psychology	3
PSYCH 331L	Physiological Psychology Lab	3
PSYCH 362	Abnormal Psychology.....	3
PSYCH 417	Health Psychology.....	3
SW 365	Understanding Mental Health	3
SOC 201	Social Problems.....	3
SOC 203	Criminal Justice System	3

SOC	359	Community Correction.....	3
BIOL	201	Botany	2
			TOTAL
			22

Advising

Student should contact the College of Humanities and Social Sciences Dean's office by calling (719) 549-2863.

CHICANO/A STUDIES PROGRAM

The Chicano/a studies minor complements majors and careers in law, sociology, social work, languages, education, government, business and other disciplines. Courses offer unique undergraduate preparation for those who seek entrance to graduate studies in law, humanities or the social sciences.

Students who plan to live and work in the American Southwest or aspire to careers that involve relations in the American continents are likely to be well served by Chicano/a Studies courses. The interdisciplinary approach emphasizes history and cultural studies, and selected courses provide the student with in-depth knowledge of specific aspects of the Chicano/a community.

Program Goals

- To provide individual courses as well as a minor to fulfill the unique role and mission of Colorado State University-Pueblo.
- To offer an individually designed minor in support of students' majors.

Student Learning Outcomes

Students will be able to:

- Critically examine the social, historical, and cultural relevance of Chicanos within the United States and the US/Mexico borderlands.
- Analyze the complexities of Chicano identity.
- Evaluate the contributions of women within Chicano history.
- Examine and interpret how Chicanos have impacted the culture, politics, and history of Southern Colorado.

Student learning outcomes will be included in the academic catalog, the website, and the syllabus for the capstone course.

General Requirements

- Students must earn a C or better in all courses applicable to the minor.

Specific Requirements for the Chicano/a Studies Minor

Twenty-four hours: 15 required 9 elective. The following five courses are required:

CS Courses	Titles	Credits
CS 101	Introduction to Chicano Studies.....	3
CS 136	The Southwest United States.....	3
CS 306	La Chicana.....	3
CS 346	History of Mexico.....	3
CS 485	Capstone.....	3
Electives	.....	9
		TOTAL 24

Electives may be selected from Chicano/a Studies courses, several of which are cross-listed with other departments, or by approval of the Chicano/a studies coordinator, from courses in such areas as Spanish, history, psychology, sociology, and social work, among others.

CS Courses	Titles	Credits
CS/ENG 220	Survey of Chicano Literature.....	3
CS/SW 230	Chicano: Social and Psych Study.....	3
CS 235	Ballet Folklorico.....	3
CS 291	Special Topics.....	1-3
CS 303	Chicano Labor History in the U.S.	3
CS/SW 325	Health in the Chicano Community.....	3
CS/WS 341	Chicana Writers.....	3
CS 420	Voices of Protest.....	3
CS/WS 401	Third World Feminism.....	3
CS/HIST 489	Borderlands.....	3
CS 491	Special Topics.....	1-3
CS 495	Independent Study.....	1-3
CS 498	Internship.....	1-3

Outcomes Assessment Activities

- An annual review of student's capstone projects is conducted to evaluate the programs goals and student learning outcomes.
- The program is developing a means of measuring student's progress in core courses.

Performance Criteria

Upon completion of the minor students are to submit a copy of their capstone project to the coordinator and two individuals chosen by the dean to review their capstone project to see if it fits the goals and SLOs of the program. A total of 80% of the students should have met the outcomes and goals of the program. Papers will be assessed every spring.

DIVERSITY STUDIES CERTIFICATE PROGRAM

The Diversity Studies Certificate Program is a 15-credit hour certificate program housed in the College of Humanities and Social Science (CHASS) under the directorship of the Chicano Studies and/or Women's Studies Coordinator. This certificate allows student to prepare for the cultural and social diversity of the world in which they will live and work.

Students will also learn the process and value of social justice, equality, cultural awareness, and the history of exclusion and inclusion while implementing the proper frameworks for behaving toward others in regards to race, ethnicity, class, gender, etc.

Upon completion of this certificate, students will have developed application based training alongside theoretical awareness, and practical knowledge to thrive in diverse environments. They will be better prepared to address their respective community's needs, and to assume leadership roles in their field of specialization with consideration to issues revolving around diversity and cultural awareness.

The University does not transcript certificates, so records of the Diversity Studies Certificate Program and the issuance of the certificate are administered by the director of the Chicano Studies and/or Women's Studies Coordinator.

Student Learning Outcomes

- Illustrate the diverse approaches to and complexities of multiculturalism.
- Identify the ways in which minorities have shaped the culture, politics, and history of the United States.
- Demonstrate a critical understanding of ethnic, racial, gender, and class intersections from local, national, and global perspectives.
- Apply the basic concepts, theories and methods in gender, ethnic, and multicultural studies in local, national, and global contexts.

Outcomes Assessment Activities

- An annual review of student's capstone projects is conducted to evaluate the programs goals and student learning outcomes.

Requirements for Admission to the Program

Enrolled students at CSU-Pueblo may apply to enter the certificate program at any point up to their third year, and complete it during their remaining time at CSU-Pueblo.

Non-degree students could also apply for the program after passing one of the required admission courses (see below) and other lower division courses that would adequately prepare them for upper-division coursework.

Specific Requirements for the Diversity Studies Certificate

Students are required to complete 15 credits for the certificate program. Up to 3 credits could be counted dually. Students would choose courses under the direction of an adviser.

Students will be required to take at least **one** of the following courses before they begin the certificate program:.....3

CS	101	Introduction to Chicano Studies.....3
SOC	155	Minority and Ethnic Relations .....3
SOCSC	209	African American Studies .....3
WS	100	Introduction to Women’s Studies ...3

One course in Understanding Human Diversity3
(select from the following)

ENG/COMR/WS		
	335	Gender and Communication.....3
ENG	345	Intercultural Communication .....3
WS	301	Theories of Gender and Culture ....3

One Comparative course: (select from the following).....3

CS/WS	401	Third World Feminisms.....3
CS	420	Voices of Protest.....3
CS/HIST	489	Borderlands .....3
HIST/SOC/WS		
	428	Women & Work.....3
WS/SOC	453	The Sociology of the Body.....3
WS/SOC	455	Hate Crimes.....3

One elective course (3 credits) chosen from the Academic Catalog in consultation with the certificate coordinator/adviser:3

DS	485	Capstone .....3
----	-----	-----------------

TOTAL 15

ENGLISH/WORLD LANGUAGES DEPARTMENT

Department Chair: Juan Morales

Assistant Department Chair: Alegria Ribadeneira

Faculty: Arnegard, Brown, Eskew, Furrh, León, Montoya, Morales, Picicci, Ribadeneira, T. Taylor, C. Taylor, Van Winkle

ENGLISH PROGRAM

The major in English leads to a Bachelor of Arts (BA) degree and provides graduates with an understanding of language and literature as a basis for aesthetic, ethical, social, and academic ways of thinking, creating, and researching. The goal of the program is to develop general communication and learning skills and an understanding of the value of ongoing critical reading, thinking, and writing. Critical, analytical, and composition skills, which provide excellent preparation for professional careers in teaching, writing, editing and publishing, business, media, public service, law, and the arts are emphasized.

Student Learning Outcomes

Upon completion of the B.A. in English program, students will:

- Demonstrate knowledge of significant traditions, historical and cultural contexts, and current issues in literature and language studies.
- Conduct, analyze, evaluate, and integrate academic research.
- Apply strategies of critical theory.
- Analyze literature and synthesize ideas with clarity, accuracy, and coherence in speech and writing.
- Use a range of English syntactic structures effectively.
- Construct a convincing argument using a range of rhetorical strategies in speech and writing.

Students completing the B.A. in English program and a creative writing emphasis will also:

- Demonstrate a working vocabulary for critical analysis through theoretical venues as well as in-depth study of terminology and form within creative works to develop strong critiquing skills in the workshop environment.
- Produce writing competitive at a publishable level, which reflects an understanding of the creative writing genres, the business of writing, and the drafting and revision process for individual and collections of works.

Requirements for the English Major

- Specific requirements for the English major are listed below. Students should consult with an adviser in English before registration.
- Students must complete, with a grade of C or better, all courses counting toward the major or minors.
- Students must fulfill the University language requirements for the BA degree, first year world language (6-8 credit hours) OR English 106 (3 credit hours) and World Language 100 (3 credit hours) OR ASL 101 and 102. For International students, English 101 and 102 fulfill the World Language Requirement.
- For teaching endorsement requirements, see the Teacher Education Program section.

Requirements for the English Minor

ENG Courses	Titles	Credits
ENG 201	Introduction to Literary Study.....	3
ENG	Upper Division Electives.....	12
ENG	Other ENG Electives.....	minimum 5
		<hr/> TOTAL 20

Minor requirements are 20 or more semester credit hours of course work in English numbered 106 or above, of which 12 must be upper division and one must be ENG 201. Courses must be chosen in consultation with an adviser in English. Students must complete with a grade of C or better all courses counting toward the major or minors

Co-curricular Requirements

The English faculty supports and encourages English majors' involvement in student organizations and participation in tutoring activities in the community and on campus.

Outcomes Assessment Activities

Assessment of the English program is the responsibility of all English Program faculty. The English Program's annual reports evaluating the program and proposing any needed changes are compiled from the following information:

- A central file of course syllabi with representative assignments is maintained by the department for inspection by the committee and other qualified persons.
- Faculty advisers monitor each student's progress toward completing major requirements listed in the catalog.
- All English majors take a senior-year seminar (English 493) emphasizing professional standards and synthesizing the writing and analytical skills students

have acquired in other English classes. All students in English 493 write a senior research paper, one copy of which is submitted to the department chairperson for dissemination for review. In order to pass English 493, students must demonstrate satisfactory levels of achievement in meeting the program goals.

- English Program faculty review the papers from English 493 on an annual basis and prepare an analysis of what they reveal about the program's success.
- The English Program administers a student-satisfaction questionnaire to all senior English majors each year. Similar questionnaires are sent to recent graduates and representative employers on a periodic basis.
- The English Program faculty consider the English curricula at leading comparable institutions and apprise the department of innovations worthy of consideration.

ENGLISH MAJOR

- Faculty advisers meet individually with each of their students on a regular basis to help plan schedules and discuss educational and career goals. Advisers maintain an accurate and up-to-date record of each student's progress towards completion of the requirements for the major.
- All English majors will participate in a senior-year seminar in which all of the writing and analytical skills acquired in other English classes will be synthesized. Students in the class will be expected to complete a senior research project.

Specific Requirements for the Bachelor of Arts in English

A total of 46 credits in English beyond 101 and 102 (WL 100 and ENG 106 may be counted, but not double counted for World Language), distributed as follows:

ENG Courses	Titles	Credits
ENG 161	Careers for English Majors.....	1
	OR	
ENG 461	Careers for English Majors.....	1
ENG 201	Introduction to Literary Study.....	3
	(To be taken at or near the start of the program)	
ENG 493	Senior Seminar.....	3
	(To be taken at or near the end of the program)	

One of the following courses in Genres: 3

ENG 307	Poetry
ENG 308	Fiction
ENG 309	Drama
ENG 310	Advanced Literary Forms & Genres

At least **three** courses in Literature in Historical Perspective, chosen with the approval of the major adviser, two of which must comprise a sequence of American or British literature at the 200 level (i.e., ENG 210 and ENG 212 or ENG 221 and ENG 222 or ENG 231 and ENG 232), while the third must be at the 300 level or above. 9

At least **two** courses in Major Writers, at least one of which must be in Shakespeare 6

At least **one** course in Literary Theory 3

At least **one** course in Writing, beyond ENG 101 and 102 3

At least **one** course in The English Language and

Linguistics (WL 100 and ENG 106 may be counted, but not double counted for World Language). 3

At least 12 credits of English electives, chosen with the approval of the major adviser (General Education and World Language requirements may not be double counted). 12

TOTAL 46

Specific Requirements for the Bachelor of Arts in English with Creative Writing Emphasis

A total of **46** credits in English beyond 101 and 102 (WL 100 and ENG 106 may be counted, but not double counted for World Language), distributed as follows:

ENG Courses	Titles	Credits
ENG 161	Careers for English Majors 1 OR	
ENG 461	Careers for English Majors 1	
ENG 201	Introduction to Literary Study 3	
ENG 114	Introduction to Creative Writing 3 (To be taken at or near the start of the program)	
ENG 414	Advanced Writing Workshop 3	
ENG 493	Senior Seminar 3 (To be taken at or near the end of the program)	

One of the following courses in Genres: 3

ENG 307	Poetry
ENG 308	Fiction
ENG 309	Drama
ENG 310	Advanced Literary Forms & Genres

At least **three** courses in Literature in Historical Perspective, chosen with the approval of the major adviser, two of which must comprise a sequence of American or British literature at the 200 level (i.e.,

ENG 210 and ENG 212 or ENG 231 and ENG 232), while the third must be at the 300 level or above 9

At least **two** courses in Major Writers, at least one of which must be in Shakespeare 6

At least **one** course in Literary Theory 3

At least **one** course in The English Language and Linguistics (WL 100 and ENG 106 may be counted, but not double counted for World Language) 3

Courses in Writing as follows:

Three of the following courses 9
ENG 315 Creative Writing: Poetry
ENG 316 Creative Writing: Fiction
ENG 317 Creative Nonfiction
ENG 318 Creating Writing: Drama

TOTAL 46

Specific Requirements for the Bachelor of Arts in English with Secondary Teaching Endorsement

A total of 45 credits in English beyond 101 and 102 (WL 100 and ENG 106 may be counted, but not double counted for World Language), distributed as follows:

ENG Courses	Titles	Credits
ENG 161	Careers for English Majors 1 OR	
ENG 461	Careers for English Majors 1	
ENG 201	Introduction to Literary Study 3 (To be taken at or near the start of the program)	
ENG 493	Senior Seminar 3 (To be taken at or near the end of the program)	

One of the following courses in Genres: 3

ENG 307	Poetry
ENG 308	Fiction
ENG 309	Drama
ENG 310	Advanced Literary Forms & Genres

At least **four** courses in Literature in Historical Perspective, chosen with the approval of the major adviser, two of which must be the American literature sequence at the 200 level (i.e., ENG 210 and ENG 212), one of which must be one 200 level course in the British literature sequence (either ENG 231 or ENG 232), while the fourth must be outside of American Literature at the 300 level or above 12

Major Writers: Shakespeare 3

At least **one** course in Literary Theory 3

At least **two** courses in Writing, beyond ENG 101 and 102, one of which must be ENG 303.....6

All of the following courses

ENG	352	English Syntax and Usage.....	3
ENG	412	Young Adult Literature.....	3
ENG	452	History of the English Language.....	3

At least **3 credits** of English electives, chosen with the approval of the major adviser (General Education and World Language requirements may not be double counted).....3

TOTAL 46

CREATIVE WRITING MINOR

The Creative Writing Minor is designed for students interested in pursuing an MFA in creative writing or students who wish to continue their creative activity after graduation. Since MFA degrees specialize in poetry, playwriting, creative nonfiction, or fiction, students will complete 21 credits of coursework concentrating on one genre while also establishing knowledge of the creative writing workshop, the drafting/revision process, and the business of writing.

Student Learning Outcomes

- Students will demonstrate a working vocabulary for critical analysis through theoretical venues as well as in-depth study of terminology and form within creative works to develop strong critiquing skills in the workshop environment.
- Students will produce writing competitive at a publishable level, which reflects an understanding of the creative writing genres, the business of writing, and the drafting and revision process for individual and collections of works.

Outcome Assessment Activities

The Coordinator of the Creative Writing minor reviews student portfolios to evaluate student performance levels in conjunction with Program Goals, tracks student placement in graduate programs, and records student and former student publications, reporting the result annually.

Specific Requirements for the Creative Writing Minor

Required Core Courses.....9			
ENG	114	Introduction to Creative Writing (To be taken at the start of the minor)	
ENG	201	Introduction to Literary Study OR	
ENG	310	Advanced Literary Forms & Genres	

ENG	414	Advanced Writing Workshop (To be taken at the end of the minor)	
One of the selected pairs.....6			
ENG	307	Poetry	
ENG	315	Creative Writing: Poetry	
ENG	308	Fiction	
ENG	316	Creative Writing: Fiction	
ENG	308	Fiction	
ENG	317	Creative Nonfiction	
ENG	309	Drama	
ENG	318	Creative Writing: Drama	

Electives (if not used above).....6

CS/ENG	220	Survey of Chicano Literature	
ENG	240	Survey of Ethnic Literature	
ENG/WS	241	Women in Literature	
ENG	310	Advanced Literary Forms & Genres	
ENG	315	Creative Writing: Poetry	
ENG	316	Creative Writing: Fiction	
ENG	317	Creative Nonfiction	
ENG	318	Creative Writing: Drama	
ENG	319	Professional Editing	
ENG	325	Nature Writing in the West	
ENG	326	Writing for the WEB	
ENG	345	Intercultural Communication	
ENG	352	English Syntax and Usage	
ENG	385	Literacy Criticism and Theory	
ENG	452	Novels into Film 1740-Present	
ENG	491	Special Topics (with adviser's approval)	
CS/WS	341	Chicana Writers	
MCCNM	233	Script Writing	

TOTAL 21

**JOINT BA/MA
(3 PLUS 2 Program)**

Admission Requirements

The BA/MA program is unique. It allows qualified students to earn both a BA degree in English and an MA concurrently. With this plan, students move quickly toward expanding their scholarly/creative horizons based on the student's abilities and personal motivation. Students in the 3+2 plan are expected to successfully complete the requirements for both the BA and MA degrees in five years, thus shortening the normal time to receive both degrees from six years to five years. They must apply and be admitted into the English MA program by the Spring semester of their junior year (preferred) or by the start of the fall semester of the fall semester of their senior year and meet the course requirements listed below. Students applying to the 3+2 plan must have a minimum 3.0 overall

GPA and a minimum 3.5 in their English coursework

The application for admission to the 3+2 plan must include:

1. A CSU-Pueblo transcript.
2. Three letters of recommendation from CSU-Pueblo faculty.
3. A statement of scholarly/creative interests.
4. A ten-page writing sample which demonstrates the candidate's ability to conduct literary research and apply literary theory, or a ten-page creative writing sample accompanied by a self-analysis demonstrating the candidate's ability to analyze his or her own work critically.

Before being admitted to the 3+2 program in English, students are expected to have completed 75 credits, including at least twelve upper-level credits in English.

General Requirements

Students in the joint BA/MA program must complete:

- The requirements for the BA in English.
- The requirements for the MA in English.
- Students may take up to 12 graduate credits in "stacked" (400/500) courses, with the permission of the English Graduate Studies Coordinator and the instructor in the course.

MA Required Courses

Courses	Titles	Credits
ENG 501	Theories of Writing.....	3
ENG 502	Research Methods.....	3
ENG 503	Literary Theory.....	3
ENG 5xx	Electives	15
ENG 599	Thesis.....	6
		TOTAL 30

The joint degree has the following requirements:

General Education (including world language).....	41
English Major	46
Minor	18-24
Elective Courses	3
MA Requirements.....	30
JOINT DEGREE TOTAL 138-144	

Students who complete part of the joint degree plan but decide to opt out of the MA program and continue towards earning only the BA are granted credit towards the BA for the following 500-level courses:

500-Level Course Taken

- ENG 502
- ENG 503
- ENG 511
- ENG 512

- ENG 527
- ENG 528

300- and 400-Level Course Credit

- ENG 492
- ENG 485
- ENG 484
- 300-400 Lit. in Historical Perspective
- ENG 414
- ENG 317

The following graduate linguistics courses could be used to satisfy the undergraduate linguistics elective requirement: ENG 521, ENG 522, ENG 523, ENG 524, ENG 553, ENG 560.

WORLD LANGUAGES PROGRAM

Program Director: Alegria Ribadeneira

The World Languages Program offers a Bachelor of Arts in Spanish (BA) intended to prepare students for the many careers where educated bilingual speakers are highly valued, for admission to graduate school, and for public school teaching and certification.

Minors in French, Italian, and Spanish complement a wide variety of majors in other disciplines to enhance the students' ability to compete for jobs where knowledge of a world language is desirable.

Courses in German, and Comparative Linguistics (listed under WL) are offered as permitted by enrollment. Student exchanges with foreign universities and other study-abroad programs are encouraged.

Student Learning Outcomes for Spanish Majors

Spanish Majors will achieve a level of proficiency in Spanish communication skills (listening, speaking, reading, and writing) and in the understanding of Hispanic cultures sufficient to allow them to function effectively in careers in teaching, business, the media, government, the arts, etc.

These outcomes will be achieved by showing proficiency in the 5 C's:

- 1) **Communication:** The communication standard stresses the use of Spanish for communication in "real life" situations. It emphasizes "what students can do with language" rather than "what they know about language." Students are asked to communicate in oral and written form, to interpret oral and written messages, to show cultural understanding when they communicate, and to present oral and written information to various audiences for a variety of purposes.

- 2) **Cultures:** Cultural understanding is an important part of Spanish language education. Experiencing other cultures develops a better understanding and appreciation of the relationship between languages and other cultures, as well as the student's native culture. Students become better able to understand other people's points of view, ways of life, and contributions to the world.
- 3) **Connections:** Spanish-language instruction must be connected with other subject areas. Content from other subject areas is integrated with Spanish-language instruction through lessons or courses that are developed around themes common to other subject areas.
- 4) **Comparisons:** Students are encouraged to compare and contrast Spanish language and cultures with their own. They discover patterns, make predictions, and analyze similarities and differences across languages and cultures. Students often come to understand their native language and culture better through such comparisons.
- 5) **Communities:** Extending learning experiences from the Spanish-language classroom to the home and multilingual and multicultural community emphasizes living in a global society. Activities may include: field trips; use of e-mail and the Internet; participation in clubs, exchange or study-abroad programs, and cultural activities; school-to-work opportunities; and opportunities to hear speakers of Spanish at the University and in the classroom.

Student Learning Outcomes for Minors in Spanish, French and Italian

Students minoring in French, Italian, and Spanish will be required to demonstrate a level of proficiency sufficient to converse comfortably on everyday topics, to attain intermediate levels of proficiency in writing and reading the target language, and to understand and appreciate the target language cultures.

NOTE: Majors or minors who fail to complete a course with a grade of C or better are required to repeat the course with a satisfactory grade before proceeding to more advanced offerings.

Placement in the Spanish course sequence:

1. Students who have taken no Spanish in high school or at another institution of higher learning begin with SPN 101.
2. Students, who have taken Spanish in high school, but not at another institution of higher learning, must take a placement exam to determine their proper placement.
3. Heritage Spanish speakers (that is, students who speak Spanish at home to a greater or lesser extent), students with significant Spanish immersion

experience, and students who have taken Spanish courses at other institutions of higher learning must meet with a Spanish adviser in order to determine correct placement. The adviser will place the student based on any of the following or a combination thereof: an oral interview, a placement exam, a written composition.

Specific Requirements for the Spanish Major

In addition to the courses listed below, Spanish majors must also meet the following requirements:

1. A senior assessment portfolio.
2. A minor or a second major.
3. Completion of the oral and written proficiency exams and of the graduating-senior survey.
4. At least one upper-division SPN course must emphasize Latin America, one Spain.

Study abroad is strongly encouraged, especially for students planning to teach.

SPN Courses	Titles	Credits
SPN 101	Beginning Spanish I	3
SPN 102	Beginning Spanish II	3
SPN 201	Intermediate Spanish I	3
SPN 202	Intermediate Spanish II	3
SPN 203	Intermediate Proficiency Building	3
SPN 301	Spanish Grammar in Context	3

One of the following courses..... 3

SPN 303	Spanish Phonetics and Phonology	
SPN 309	Intro to Hispanic Linguistics	

One of the following courses..... 3

SPN 312	Conv & Comp: Mexico & Central America	
SPN 313	Conv & Comp: South America	
SPN 314	Conv & Comp: Caribbean	
SPN 315	Conv & Comp: Spain	
SPN 316	Conv & Comp: U.S. Latinx	

And **all** of the following:

SPN 370	Intro to Cultural/Textual Analysis.....	3
---------	---	---

Four upper-level electives, of which at least two must be 400-level

	12
--	----

TOTAL	39
General Education	35
Spanish Major	39
Minor or Second Major	20-37
Electives.....	9-26
Total	120

Specific Requirements for the B.A. in Spanish with K-12 Teaching Endorsement

In addition to the courses listed below, Spanish majors must also meet the following requirements:

1. A senior assessment portfolio.
2. A minor in Education and completion of all requirements of the Teacher Education Program for K-12 Spanish licensure.
3. Completion of the oral and written proficiency exams and of the graduating-senior survey.
4. At least one upper-division SPN course must emphasize Latin America, one Spain.

Study abroad is strongly encouraged.

SPN Courses	Titles	Credits
SPN 101	Beginning Spanish I	3
SPN 102	Beginning Spanish II	3
SPN 201	Intermediate Spanish I	3
SPN 202	Intermediate Spanish II	3
SPN 203	Intermediate Proficiency Building	3
SPN 301	Spanish Grammar in Context	3

One of the following courses	3
SPN 303	Spanish Phonetics and Phonology
SPN 309	Intro to Hispanic Linguistics

One of the following courses	3
SPN 312	Conv & Comp: Mexico & Central America
SPN 313	Conv & Comp: South America
SPN 314	Conv & Comp: Caribbean
SPN 315	Conv & Comp: Spain
SPN 316	Conv & Comp: U.S. Latinx

And all of the following:		
SPN 370	Intro to Cultural/Textual Analysis.....	3

Four upper-level electives, of which at least two must be 400-level	12
--	----

TOTAL 39

General Education.....	35
Spanish Major	39
Education Minor	37
Electives.....	9

Total..... 120

Specific Requirements for the Spanish Minor

SPN Courses	Titles	Credits
SPN 101	Beginning Spanish I	3
SPN 102	Beginning Spanish II	3
SPN 201	Intermediate Spanish I	3
SPN 202	Intermediate Spanish II	3

SPN 203	Intermediate Proficiency Building.....	3
SPN 301	Spanish Grammar in Context.....	3
SPN 303	Spanish Phonetics and Phonology	
	OR	
SPN 309	Intro to Hispanic Linguistics	3
One other 300- or 400-level SPN course		3

TOTAL 24

Specific Requirements for the French Minor

FRN Courses	Titles	Credits
FRN 101	Beginning French I.....	3
FRN 102	Beginning French II.....	3
FRN 201	Intermediate French I.....	3
FRN 202	Intermediate French II.....	3
French Electives above 300*		9

* (in house or through study abroad program)

TOTAL 21

Specific Requirements for the Italian Minor

ITL Courses	Titles	Credits
ITL 101	Beginning Italian I.....	3
ITL 102	Beginning Italian II.....	3
ITL 201	Intermediate Italian I.....	3
ITL 202	Intermediate Italian II.....	3
Italian Electives above 300*		9

* (in house or through study abroad program)

TOTAL 21

Outcomes Assessment Activities

Assessment of the world languages program is the responsibility of the World Languages Program Assessment Committee, consisting of the Program Director for World Languages and three other faculty members. The committee's annual reports evaluating the program and proposing any needed changes are compiled from the following information:

- A central file of course syllabi with representative assignments is maintained by the department for inspection by the committee and other qualified persons.
- Faculty advisers monitor each student's progress towards completing major requirements and meeting the program goals listed in the catalog. Advisers report any problems or deficiencies in the program encountered by the students to the program assessment committee through the associate chair.
- All Spanish majors produce a senior assessment portfolio emphasizing professional standards and sharpening the proficiency skills students have acquired in their Spanish courses. Students work in conjunction with an adviser to complete the project

and submit it to the Program Assessment Committee for review.

- Oral and written exit exams evaluate proficiency in listening, speaking, reading, and writing as well as understanding of Hispanic culture.
- The Program Assessment Committee reviews the senior portfolios and the results of the exit exam on an annual basis and prepares an analysis of what is revealed about the program's success.
- The Program Assessment Committee administers a student-satisfaction questionnaire to all senior world languages majors and minors each year. A similar questionnaire is sent to recent graduates on a periodic basis.
- The Program Assessment Committee monitors the world languages curricula at leading comparable institutions and apprises the department of innovations worthy of consideration.

COMMUNICATION & RHETORIC MINOR

Program Coordinator: Yvonne Montoya

The Communication & Rhetoric minor at CSU-Pueblo is designed for students interested in developing effective written and verbal communication skills. It provides a course of study that emphasizes both a theoretical understanding and practical application of communication that prepares students technically, professionally, and personally to successfully navigate a variety of challenges.

The Communication & Rhetoric minor consists of 18 credits, comprised of required and elective courses. Six credits must be earned at the 300-400 level. Acceptance of transfer courses is contingent upon approval of the program director. No more than three credits of an independent study can count toward the minor. All students must complete the 18 credits with a grade of C or better in all required and elective courses.

Communication & Rhetoric Program Goals

1. To provide individual courses as well as an academic minor in Communication & Rhetoric that foster students' abilities to describe, analyze, critique, explore, create and produce ideas and content in various contexts.
2. To cultivate students' abilities to construct and respond to messages effectively utilizing various modes of communication.
3. To develop students' understanding of demographics and cultures and how these factors influence the communication context.
4. To prepare students to communicate in professional contexts as well as in more informal ones.

5. To train students to better communicate their academic, personal, and civic knowledge.

Expected Student Learning Outcomes

1. Adapt appropriately to a variety of communication contexts.
2. Develop and achieve communication goals.
3. Produce and deliver content and messaging appropriate for a variety of audiences, goals, contexts, and media.
4. Address conflict to facilitate collaboration, relationship development and maintenance, and to function well in organizations.
5. Engage and respond to information critically and in ways that respect different ideas and backgrounds.
6. Communicate academic, personal, and civic knowledge.

Specific Requirements for the Communication & Rhetoric Minor

Required Courses

Courses	Titles	Credits
COMR 103	Speaking and Listening.....	3
COMR/ENG		
204	Introduction to Rhetoric.....	3
COMR 350	Communicating in Professions.....	3
COMR 493	Seminar.....	3
Any two of the following electives (six credits).....		6
BUSAD 270	Business Communications.....	3
COMR 115	Forensics Activity I.....	3
COMR/ENG		
205	Introduction to User Experience.....	3
COMR 212	Argumentation.....	3
COMR 221	Interpersonal Communication.....	3
MCCNM 222	Broadcast News Writing.....	3
MCCNM 251	Script Writing.....	3
COMR 260	Language Acquisition and Linguistics....	3
COMR 291	Special Topics.....	3
COMR 295	Independent Study.....	3
ENG 304	Advanced Rhetorical Study.....	3
ENG 305	Technical and Scientific Report Writing.....	3
ENG 306	Visual Rhetoric.....	3
COMR 312	Persuasion.....	3
ENG 317	Creative Nonfiction.....	3
ENG 319	Professional Editing.....	3
ENG 326	Writing for the WEB.....	3
COMR/ENG/WS		
335	Gender and Communication.....	3
COMR/ENG		
345	Intercultural Communication.....	3
COMR/ENG		
376	User Experience Design.....	3

COMR/ENG		
	377	Usability and User Experience .....3
ENG	404	Writing in the Professions.....3
ENG/MCCNM		
	440	Magazine Writing.....3
ENG	445	Magazine Editing and Production.....3
COMR	491	Special Topics .....3
COMR	495	Independent Study .....3
MCCNM	222	Broadcast News Writing .....3
MCCNM	251	Script Writing .....3
		TOTAL 18

Students cannot count courses being used for a major or minor requirement in ENG or MCCNM as both a required course and as an elective for COMR.

Note: Some outside electives not listed above, may be approved by the program director.

HISTORY/ POLITICAL SCIENCE/ PHILOSOPHY/GEOGRAPHY DEPARTMENT

Department Chair: Grant Weller

Faculty: Berardi, Carter, Gaughan, Harris, Johnson, Liebel, Montoya, O'Connor, Rees, Weller

The programs in history, political science, philosophy, and geography are intended to provide domains of study both for students who desire knowledge for personal enrichment and for students who desire to apply knowledge toward career objectives. Students who major or minor in the fields of the department should expect to develop and refine knowledge of other cultures and the historical and political development of the modern world. Students should also expect to engage in methodical research. Other expectations of students include the ability to prepare rationally cogent papers and the ability to understand political theories, historical movements, and the connections between each.

Departmental programs not only prepare students for occupations in government, business, education, and industry, but also are central to the University's traditional function of transmitting culture from generation to generation.

HISTORY PROGRAM

The major in history leads to the degree of Bachelor of Arts (BA) or Bachelor of Science (BS) and prepares students for careers in teaching, law, government, and

private enterprise, as well as entry into graduate programs.

Program Goals

- To provide students with a general knowledge of history and historical methodology;
- To prepare students, through training in communication skills and in research methods, to gain knowledge of a given area of history;
- To prepare students to continue personal study and learning about specific subject areas in the discipline on an independent basis;
- To prepare students to engage in critical thinking; and
- To introduce students to the theoretical frameworks that serve as the foundation of historical scholarship.

Expected Student Outcomes for the History Program

On completion of the Bachelor's degree, history majors at CSU-Pueblo will:

- Demonstrate literacy—analytical reading and effective writing skills—in general, and for historical content;
- Demonstrate understanding of the history of historical writing, and demonstrate the ability to apply the principles and theories that support historical writing;
- Demonstrate knowledge of specific times and locations studied, and knowledge of the complexities of the past and the diversity of human cultures in those times and places;
- Apply the concepts of historical thinking, for example, in evaluating change over time; and
- Demonstrate skills in historical research, including historical analysis and interpretation.

General Requirements

- No grade below C is acceptable in the major or minor.
- Students are expected to complete HIST 493 in their final year. Class size in HIST 493 is limited. A grade of D+ or lower in HIST 493 will, after the third attempt in either course, result in the student being prevented from enrolling in the course again. The student may be eligible for reconsideration on a one-time basis, with approval by the student's adviser. If repeated registration, after the third attempt, is permitted, subsequent failure to achieve a grade of C will make the student ineligible for readmission to those courses.
- Students must take HIST 493 in residence. No courses will be accepted in transfer to substitute for this course.

Core Requirements for the History Major

HIST Courses	Titles	Credits
HIST 110	World History to 1500.....	3
HIST 111	World History since 1500.....	3
HIST 201	United States History I.....	3
HIST 202	United States History II.....	3
HIST 493	Seminar.....	3
		TOTAL 15

Requirements for the Bachelor of Arts Degree in History

Students must complete the “Core Requirements for the History Major” as outlined above, plus 21 hours of history electives, of which at least 6 hours must be from non US history courses (as determined by the student’s advisor), and of which at least 15 hours must be upper level). A minimum of two semesters of college level world language is required for the BA degree in History; more is recommended. The BA degree in History is appropriate for students planning to attend graduate or law school, among other careers.

Requirements for the Bachelor of Science Degree in History: General Emphasis

Students must complete the “Core Requirements for the History Major” as outlined above, plus 27 hours of history electives, of which at least 6 hours must be from non US history courses (as determined by the student’s advisor), and of which at least 21 hours must be upper level). The BS degree in History is appropriate for students planning to enter business or government, among other careers.

Requirements for the Bachelor of Science Degree in History: Secondary Education Emphasis

The Secondary Education emphasis for the History Major leads to the Bachelor of Science degree and prepares students for teaching at the middle and high school level. Students must complete the “Core Requirements for the History Major” as outlined above, plus 21 hours of history electives, of which at least 6 hours must be from non US history courses (as determined by the student’s advisor), and of which at least 15 hours must be upper level). In addition, students must complete the Social Science Courses required for Certification listed below, and all requirements of the Teacher Education Program.

Other Social Science Courses Required for Certification

Courses	Titles	Credits
ECON 201	Principles of Macroeconomics.....	3
GEOG 101	Physical Geography.....	3
GEOG 103	World Regional Geography.....	3

POLSC 101	American National Politics.....	3
POLSC 102	State and Local Governments.....	3
		TOTAL 15

Specific Requirements for the History Minor

HIST Courses	Titles	Credits
HIST 110	World History to 1500.....	3
HIST 111	World History since 1500.....	3
HIST 201	United States History I.....	3
HIST 202	United States History II.....	3
PLUS		
History Electives approved by the minor adviser.....		9
		TOTAL 21

Outcomes Assessment Activities for the History Program

Portfolio reviews serve as the core, formal assessment tool for the History Program. Student portfolios contain papers written for HIST 493. Portfolio papers are reviewed on the basis of the student learning outcomes.

POLITICAL SCIENCE PROGRAM

The major in political science leads to the degrees of Bachelor of Arts (BA) and Bachelor of Science (BS), and prepares undergraduates for careers in law, government and politics. Courses in political science also serve to complement the liberal arts core at CSU-Pueblo and to prepare students for acceptance into graduate programs leading to professional degrees in law, public administration, or to specialized academic degrees.

Program Goals

To prepare students majoring in the discipline to:

- Demonstrate a basic understanding of historical, philosophical and empirical foundations of political science;
- Demonstrate a general command of knowledge about the American political system, global studies, the history of political thought, and standard political science research approaches; and
- Demonstrate an ability to continue personal study and learning on an independent basis about specific subjects in the discipline.

To prepare students minoring in the discipline to:

- Demonstrate a basic understanding of the nature of the discipline, and
- Demonstrate a general knowledge and understanding of the American political system and of global studies.

Expected Student Outcomes for the Political Science Program

Knowledge Outcome: Students should have factual knowledge about the various subfields in political science. This includes knowledge about the major theories, issues and methods of inquiry for each subfield.

Writing Outcome: Students should be able to write complex prose, with correct grammar. They should be able to present a coherent and persuasive argument on a political science topic in a research format following the APSA format.

Critical Thinking Outcome: Students should be able to:

- Define problems, examine evidence, and analyze the assumptions leading to a conclusion;
- Question arguments, casual theories, evidence broad generalizations, and simple correlation;
- Are open to both sides of an argument; and
- Are prepared to examine and expose holes in all arguments (including their own).

Communication Outcome: Students should be able to clearly and concisely present their ideas as participants in classroom discussions and in presenting their research.

General Requirements

- Students in the major must complete a minimum of 39 semester credit hours in political science, including 21 hours in the political science core. Students are required to earn a grade of C or better in all political science courses.
- Students in the minor must complete a minimum of 21 semester credit hours in political science, including 9 semester credit hours in the political science core. Students are required to earn a grade of C or better in all political science courses.
- A maximum of six credit hours of POLSC 480, Practicum in Politics and Public Service, may be applied towards the 39 hours required for the major, or three credit hours towards the 21 hours required for the minor.
- Depending on individual interests and goals, students are encouraged to take one year of world language, courses in statistics, and PHIL 204, Critical Thinking.

Required Core Requirements for the Political Science Major

POLSC Courses	Titles	Credits
POLSC 101	American National Politics	3
POLSC 201	International Relations	3
POLSC 202	Comparative Politics	3
POLSC 250	Research Methods in Political Science	3

POLSC 370	Western Political Thought.....	3
POLSC 480	Practicum in Politics & Public Service.	3
Or		
POLSC 492	Research	3
POLSC 493	Seminar	3
One course in each of the following categories.....		
American Politics:		300, 405, 411, 473
International Relations:		305, 306, 460, 461
Comparative Politics:		440, 445, 450, 455
Public Policy/Public Administrations:		330, 340

Two political science electives.....6
 You may take any lower or upper division political science classes that were not taken to meet the above requirements.

Total hours required for the major 39

Emphasis in Secondary Education

The Secondary Education emphasis prepares students for teaching at the middle and high school level. Students must complete the “Core Requirements for the Political Science Major” listed above, 12 hours of political science electives, the “Social Science Courses required for Certification” listed below, and all requirements of the Teacher Education Program.

Social Science Courses Required for Certification

Courses	Titles	Credits
ECON 201	Principles of Macroeconomics.....	3
GEOG 101	Physical Geography	3
GEOG 103	World Regional Geography	3
HIST 110	World History to 1500.....	3
HIST 111	World History since 1500.....	3
HIST 201	U.S. History I	3
HIST 202	U.S. History II	3
POLSC 102	State & Local Government & Politics....	3
		TOTAL 24

Specific Requirements for the Political Science Minor

POLSC Courses	Titles	Credits
POLSC 101	American National Politics.....	3
POLSC 201	International Relations.....	3
OR		
POLSC 202	Comparative Politics	
POLSC 250	Research Methods in Political Science.....	3
Political Science Electives.....		12
		TOTAL 21

Outcomes Assessment Activities for the Political Science Program

The faculty of the Political Science program use a variety of methods for evaluating the student learning outcomes. These include an assessment of each student learning outcome in the political science senior seminar and a completed student exit survey in the senior seminar.

CENTER FOR THE STUDY OF HOMELAND SECURITY

The Political Science Program administers the Center for the Study of Homeland Security, which now offers a certificate in Homeland Security Studies and a Minor in Homeland Security for degree-seeking students.

Student Learning Outcomes for the Homeland Security Program

Knowledge: Students will be able to demonstrate knowledge of intelligence and counter-intelligence concepts; legal and constitutional principles pertaining to homeland and national security policy; strategic planning interfaces between national, state, and local governments; conceptual aspects of terrorism and counter-terrorism; and understand basic inter-agency communication needs, methods, and processes.

Writing: Students will be able to construct and present coherent, objective, and well reasoned arguments or discussions pertaining to topics on homeland security.

Critical Thinking: Students will be able to: recognize issues that are pertinent to homeland security; question issue validity; develop logically sound arguments pertaining to said issues; and evaluate sources of evidence pertaining to the issue (including contrary and supporting evidence).

Communication: Students will be able to construct, compose, and deliver professional reports, research, and briefings.

CERTIFICATE IN HOMELAND SECURITY STUDIES

This certificate is for degree-seeking students as well as law enforcement, emergency response personnel, and military. The program’s core courses match curriculum guidelines established by the Department of Homeland Security. Recipients of the certificate will gain a deeper understanding of current security issues and the governmental decision-making process and the certificate will be valuable in hiring and promotion decisions in numerous career fields.

Non-degree-seeking students should apply as a Guest

upon entering the program. The University does not transcript certificates, so records of the Homeland Security Studies Program and the issuance of the certificate are administered by the Political Science Program.

Required POLSC Courses

POLSC Courses Titles		Credits
POLSC 270	Introduction to Homeland Security.....	3
POLSC 271	Terrorism.....	3
POLSC 272	Critical Incident Management.....	3
		TOTAL 9

Only one course taken for the Homeland Security Certificate can count toward the political science minor.

For information regarding the Certificate in Homeland Security Studies, please call (719) 549-2156.

MINOR IN HOMELAND SECURITY

The minor in Homeland Security provides students with an opportunity for in-depth study of the political and public policy issues involved in the homeland security field of governance and industry.

To complete the minor, students are required to complete a total of 18 credit hours of coursework.

Specific Requirements for the Minor in Homeland Security

Core Courses

Minors must complete the following three core courses.

POLSC Courses Titles		Credits
POLSC 270	Introduction to Homeland Security.....	3
POLSC 271	Terrorism.....	3
POLSC 272	Critical Incident Management.....	3
		TOTAL 9

Elective Homeland Security Courses

Select 9 credits from the following list: 9

POLSC Courses Titles		Credits
POLSC 373	Intelligence and National Security	3
POLSC 374	Homeland Security and the Law	3
POLSC 375	Threat and Strategic Planning	3
POLSC 376	Cyber Defense	3
		TOTAL 18

All students pursuing the minor earn the non-transcripted Certificate in Homeland Security Studies.

Students have the option to replace one current 300 level Homeland Security class with an elective 300 level course for the minor. Any elective chosen must be approved prior to the student's enrollment in the course. Approval is given though student consultation with the Director of the Center for Homeland Security.

Only one course taken for the Homeland Security Certificate can count toward the political science minor.

Outcomes Assessment Activities for the Homeland Security Program

The Director of the Homeland Security program establishes and maintains a portfolio for each student with a declared minor in Homeland Security. Portfolios include student's major papers and observations of research presentations for the Terrorism course and other pertinent information including transcripts. This portfolio, in conjunction with results from an annual in-class observation of student performance in a minor level course, form the basis of evaluating expected student learning outcomes.

MINOR IN LEGAL STUDIES

The minor in Legal Studies provides students with a basic understanding of the American judicial and legal system, as well as courses designed to enhance critical thinking and analytic skill, and improve research practices, and communication skills, both oral and written.

Specific Requirements for the Minor in Legal Studies

Core Courses

Minors must complete the following four core courses.

POLSC Courses Titles		Credits
PHIL 204	Critical Reasoning.....	3
Or		
PHIL 205	Deductive Logic	
POLSC 321	American Constitutional Development..	3
Or		
POLSC 322	American Constitutional Law	3
POLSC 411	The U.S. Congress	3
HIST 415	Civil Rights.....	3
		<hr/>
		TOTAL 12

Elective Legal Studies Courses

Select 6 credits from the following list: 6

POLSC Courses Titles		Credits
PHIL 204 or 205	(one not taken for the above req.).....	3
POLSC 323	Criminal Law and Procedure	3
POLSC 240	Public Policy.	3

HIST 410	Creation of the US Constitution.	3
		<hr/>
		TOTAL 18

- Only one History class taken for the minor can count toward the History major or minor.
- Only one Political Science class taken for the minor can count toward the Political Science major or minor.
- Only one Philosophy class taken for the minor can count toward the Philosophy minor.

PHILOSOPHY PROGRAM

In addition to exploring the methods, ideas, problems and history of philosophy, the minor in philosophy trains students to think with rigor, clarity and precision. Since these qualities are valuable in virtually any discipline, the minor supports a wide range of majors or career tracks. Philosophy and its sub-discipline of ethics pair particularly well with history, politics, law, literature, the arts, the sciences, business, healthcare, and technology.

Program Goals

- To provide individual courses as well as an academic minor in philosophy;
- To sharpen students' critical thinking skills and to develop the abilities to speak and write in a clear, analytical manner;
- To develop students' understanding of philosophical methods and ideas, including their historical-cultural origins and contemporary applications; and
- To cultivate the habit of reflection that will allow students to apply their critical and philosophical skills in their personal and professional lives.

Expected Student Outcomes

- Students will be able to recognize, analyze, and logically evaluate arguments encountered in sources ranging from philosophical and academic texts to the popular media.
- Students will be able to construct and present clear, well-reasoned defenses of theses both verbally and in writing.
- Students will be able to recognize and assess the relevance of philosophical ideas and methods in the historical interplay of philosophy and culture.
- Students will be able to apply philosophical methods to conduct ethical, metaphysical, and epistemological analyses.

General Requirements

Students who wish to minor in philosophy must complete a minimum of 18 credit hours of approved philosophy courses with grades of C or better.

Specific Requirements for the Philosophy Minor

PHIL Courses	Titles	Credits
PHIL 102	Philosophical Literature	3
PHIL 201	Classics in Ethics.....	3
AND		
Approved course in philosophical ethics		
PHIL 204	Critical Reasoning OR	
PHIL 205	Deductive Logic	3

Elective Philosophy Courses

Select 9 credits from the following list:9

PHIL 280	The Ancients: Person, Polis, Cosmo	3
PHIL 380	The Moderns: Science, Self, State	3
PHIL 480	Continental Thought	3
PHIL 485	American Pragmatism and its Legacy ..	3
PHIL 491	Special Topics	3
<hr/>		
TOTAL		18

Outcomes Assessment Activities

The coordinator of the Philosophy Program maintains a portfolio for each student with a declared minor in philosophy. Portfolios include a student’s major papers written for the History of Philosophy courses, transcripts, and other pertinent information. Student portfolios, in conjunction with indirect measures such as the results from the annual survey of minors, form the basis for evaluating expected outcomes.

GEOGRAPHY

The department extends classes in Geography primarily for students who wish to gain Colorado teacher licensure. There is no major or minor in Geography, but students majoring in a variety of areas would benefit from the Geography classes; e.g., History and Political Science.

**MASS COMMUNICATIONS
DEPARTMENT AND CENTER FOR
NEW MEDIA**

Department Chair: Leticia Steffen

Faculty: Cowden, Ebersole, Gula, Lovato, Shen, Steffen, Viall

Station Manager: Jenna Mangino

The Mass Communications Department and Center for New Media supports the mission of the University by offering an applied major that integrates technological innovation with a traditional humanities and social

sciences curriculum. Students are prepared for careers in the media and related disciplines while also being given the ethical and aesthetic foundations to make those careers meaningful.

The 42 credit major in Mass Communications leads to the degrees of Bachelor of Arts (BA) and Bachelor of Science (BS). Candidates for the Bachelor of Arts degree must satisfy the world language requirement while candidates for the Bachelor of Science degree must complete MATH 156, Introduction to Statistics. A degree in Mass Communications leads to careers in print and online journalism reporting and editing for news, features and sports; advertising copywriting, design and sales; digital video and audio production for radio, television, and the Internet; interactive multi-media application for the Internet; and strategic public relations for government, nonprofits, and business.

An 18 credit core is the foundation of the major with emphasis areas that require 15 additional credit hours and applied coursework that requires 9 additional credit hours.

The TODAY online news website and magazine are published as laboratory tools of the Mass Communications Department to serve the students, faculty and staff of CSU-Pueblo in addition to the Pueblo community. Editorial and management positions are awarded each semester after review of all applications from qualified students. The newspaper is funded through advertising revenue. The newspaper’s adviser is a member of the Mass Communications faculty. Prerequisites: MCCNM 201 and declared major or minor in Mass Communications.

KTSC-FM is licensed to CSU-Pueblo as an educational radio station by the Federal Communications Commission. Operated by the Mass Communications Department, the 8,000-watt station serves the surrounding region. Advanced Mass Communications students are involved in daily programming, production, and news. Prerequisites: MCCNM 101 and 140 and declared major or minor in Mass Communications.

KTSC-TV, a full-power television station affiliated with Rocky Mountain Public Broadcasting and CPB, provides laboratory training and on-campus opportunities for television students in the KTSC Studio. Prerequisites: MCCNM 101 and 245 and declared major or minor in Mass Communications.

Department Mission

The mission of the Mass Communications Department and Center for New Media is to offer a pragmatic and professionally oriented program designed to prepare majors for successful careers in the media and related areas and to prepare students for graduate study.

Department Goals

1. Offer a marketable and professionally credible program.
 - Provide a comprehensive foundation of media-oriented theory and practice.
 - Emphasize writing as strategic and professional communication.
 - Emphasize personal ethics and professional ethics codes.
 - Ensure curriculum meets standards of the professions represented.
2. Provide a student-centered experience for learning and advising.
 - Create a proactive student-faculty advising experience.
 - Create a collaborative department culture.
 - Recognize student accomplishments and outstanding performance.
3. Create an applied learning environment with cutting-edge technology.
 - Provide media laboratory opportunities for all Mass Communication majors.
 - Offer a full range of internships at the junior and senior level.
 - Provide technology for pedagogical and professional purposes.
 - Create course content that is interactive, applied, and project-oriented.
4. Maintain a reputation for excellence.
 - Maintain alumni relationships through an online database, guest speakers, and professional networking.
 - Conduct graduating senior surveys every semester and alum surveys every five years.
 - Serve as mentors and role models for current students and alumni.

Student Learning Outcomes

(Based on Department Goal 1: Offer a marketable and professionally credible program.)

1. Students will display critical thinking skills, conveying complex ideas related to current issues and ethical expectations of mass media and related disciplines.
2. Students will write with clarity and organization utilizing the proper format, writing mechanics and audience focus, in a manner that is professionally competitive for an entry-level position in the discipline.
3. Students will demonstrate technological expertise

related to the specific emphasis area that is professionally competitive for an entry-level position in their discipline.

4. Students will demonstrate command of subject, organization of thoughts, and skill at interpersonal communication in front of an audience.

Outcomes Assessment Activities

Student success is measured through a variety of methods that include classroom writing samples, portfolios of student work, professional internship evaluations, exit interviews, student employment upon graduation, and alumni feedback.

Each graduating senior creates an academic portfolio of all salient work or projects completed while in the department. Department faculty review and evaluate a selection of portfolios to assess student learning.

The Mass Communications Department and Center for New Media requires that the academic portfolio demonstrate a pattern of sustained academic growth and development of the major and minor, appropriate to the student's emphasis area.

The academic portfolio should reflect the quality and level of intellectual and scholarly work undertaken by the student while in the department, relative to the qualitative, quantitative, ethical, legal and aesthetic dimensions of the field. The appropriateness of the content is dictated by the student's emphasis area and is prescribed by the individual's adviser.

General Requirements

- Majors are required to complete a 42 credit curriculum which includes:
 - 18 credit Core
 - 15 credit Emphasis area
 - 9 credits of Applied coursework
- Successful Mass Communications majors will demonstrate sufficient knowledge, comprehension and analytical skills by the ability to evaluate specific communication events in the proper context of their emphasis area.
- Students majoring in Mass Communications must achieve a C grade or better in all MCCNM courses, both required and elective, to be eligible for graduation. Students who earn below a C in MCCNM courses will be required to repeat them to achieve the 2.0 requirement for graduation in the major.
- Each faculty member will keep, in the department's central file, a set of course outlines or syllabi that list the objectives and skills achieved during the term. This central pool of materials describes the detailed expectations and accountability elements for the MCCNM major on a course-by-course basis.

- Consistent with general CSU-Pueblo policy, no student enrolled in MCCNM courses may accumulate unexcused absences, or arrive late for scheduled classes without faculty consultation.
- The Mass Communications department believes that grades are valid quantitative indicators of student performance. Students' GPAs in the major or minor will be used by emphasis area advisers for both formative and summary evaluations of majors and minors.
- While it is necessary for Mass Communications majors and minors to meet the minimum GPA standards set by the department and the University, it is expected that graduates will exceed these standards.
- MCCNM 101, Media and Society, cannot be counted toward social science and general education by Mass Communications majors.

THE MASS COMMUNICATIONS AND CENTER FOR NEW MEDIA MAJOR

Specific Requirements for the Major Core

MCCNM Courses	Titles	Credits
MCCNM 101	Media and Society.....	3
MCCNM 201	Introduction to Journalism	3
MCCNM 210	Intro to Integrated Communication	3
MCCNM 220	Introduction to Electronic Media	3
MCCNM 411	Media Law and Ethics	3
MCCNM 493	Seminar.....	3
		TOTAL 18

CHOOSE ONE OF THREE EMPHASIS AREAS

Specific Requirements for the Emphasis in Electronic Media

Adviser: Sam Lovato

MCCNM Courses	Titles	Credits
MCCNM 318	Regulation of Electronic Media.....	3
MCCNM 320	Media Programming.....	3
MCCNM 336	Interactive Media.....	3
MCCNM 338	Global Communication.....	3
MCCNM 425	Audience Research Methodology	3
		TOTAL 15

Specific Requirements for the Emphasis in Integrated Communication

Adviser: Joanne Gula

MCCNM Courses	Titles	Credits
MCCNM 302	Advertising Copywriting.....	3

MCCNM 321	Public Relations Case Problems.....	3
MCCNM 422	Writing for Public Relations.....	3
MCCNM 425	Audience Research Methodology	3
MCCNM 430	Integrated Communications Campaigns.....	3
		TOTAL 15

Specific Requirements for the Emphasis in Journalism

Adviser: Leticia Steffen

MCCNM Courses	Titles	Credits
MCCNM 301	Editorial Writing.....	3
MCCNM 305	News and Feature Writing.....	3
MCCNM 312	Publication Editing and Design	3
MCCNM 350	Media Lab (TODAY)	3
MCCNM 445	Reporting Public Affairs	3
		TOTAL 15

MCCNM Applied Electives: 9 credits required

MCCNM Courses	Titles	Credits
MCCNM 211	Digital Publishing	3
MCCNM 222	Broadcast News Writing.....	3
MCCNM 232	Website Design.....	3
MCCNM 233	Script Writing.....	3
MCCNM 245	Digital Media Production	3
MCCNM 246	Advanced Digital Media Production	3
MCCNM 260	Digital Imaging	4
MCCNM 282	Digital Media Post Production	3
MCCNM 317	Advertising Strategy.....	3
MCCNM 332	Advanced Web Design and Development.....	3
MCCNM 350	Advanced Media Lab	2-3
MCCNM 494	Field Experience	Varies

Note: Prerequisites may exist with some courses and Media Lab is required of all majors.

Co-curricular Requirements

The thrust of the Mass Communications Department and Center for New Media is pragmatic; therefore, all majors must enroll in a minimum of one 2 or 3 credit lab. Faculty have discretion in curriculum, programming and enrollment of all media labs.

- TODAY online newspaper and print magazine (print and online editorial, photography, audio/video, advertising)
- KTSC-FM on-campus radio station (studio and field production, programming, promotion, talent)
- KTSC-TV/RMPBS on-campus television station (studio production)

Students may earn a maximum of 9 credits in media labs.

Students desiring internships must have a 3.0 grade point average in their Mass Communications courses. Internships are not required, are most often reserved for majors, and are at the discretion of the faculty adviser. Students may earn a maximum of 9 hours of internship credit.

Specific Requirements for the Mass Communications and Center for New Media Minor

Students desiring a minor in Mass Communications must complete 21 credit hours approved by their minor area adviser and MUST include MCCNM 101. The minor may not include more than 3 credits of media lab and must include at least 6 hours of upper division Mass Communications coursework. Students must earn a C or better in all Mass Communications courses.

MILITARY SCIENCE (US ARMY) (Reserve Officers' Training Corps Program)

Professor of Military Science: LTC John Ring;
Assistant Professor of Military Science: Maj. Catrina Baker, **Senior Military Science Instructor:** MSG Chico Carter, SFC Caleb Crosby (549-2163)

The Army ROTC Program

The focus of this program is to enroll, develop, and commission college-educated men and women to serve in the United States Army. Participants in the program are commissioned as a Second Lieutenant in the Army upon graduation with a bachelor's degree. They will be expected to serve in either the active Army or in the Reserve Components (Army Reserves or Army National Guard) after commissioning.

The program is centered on teaching the principles of leadership. These principles can be applied to positions in the military or in civilian careers. All courses of instruction are designed to develop leadership and management skills as well as enhance the self-confidence and initiative of each student.

Military Science is taken in addition to the required courses for each student's major. ROTC is a four-year program that is divided into two phases: the Basic Course and the Advanced Course.

A minor in Military Science is available for qualified students.

The Basic Course

The focus for these lower division courses (MSL 100/200

courses) is to lay a foundation for more advanced instruction in the skills needed to be a successful leader. Students may participate even if they do not plan on receiving a commission in order to gain experience in leadership and management.

This phase is open to all qualified students (generally freshmen and sophomores). Students should be aware that there are some physical requirements for successful course completion.

There is no military obligation for participation in the Basic Course unless a student is receiving an Army ROTC Scholarship.

Sophomores wanting to complete the Basic Course requirements so that they may enter the Advanced Course can compress the Basic Course and/or attend the Leader's Training Course during the summer between their sophomore and junior years. For further information please see below and contact the Department of Military Science.

The Advanced Course

The Advanced Course (MSL 300/400 level courses) is oriented to preparing students (juniors and seniors) who have successfully completed the basic course requirements with the skills and knowledge necessary to be commissioned as a Second Lieutenant in the Army. The focus of the Advanced Course continues on building leadership skills and abilities.

Students participating in the Advanced Course have a contractual obligation to complete the program and enter the Army upon graduation.

Students must have a minimum of four semesters remaining in their course work before graduation to participate in the Advanced Course and they must be in a full-time status (12 credit hours per semester) during each of those semesters.

Credit for the Basic Course for entry into the Advanced Course may be achieved in a number of ways. The normal progression is to successfully complete all four Basic Course Military Science classes (MSL 101, 102, 201 and 202) with a grade of "C" or better. Students can also enter the course laterally by receiving credit for one of the following:

- Prior enlisted service in the Army, Air Force, Navy or Marines.
- Participation of a minimum of three years in a JROTC program.
- At least one year as a service academy cadet.
- Successful completion of the Army ROTC Leaders Training Course (LTC). This training is available to

students who did not have the opportunity to participate in any of the above programs. The five-week camp is conducted every summer at Fort Knox, Kentucky. Participants receive pay while attending. The Army pays travel and some other expenses. For more information contact the Department of Military Science.

Students participating in the Advance Course will be required to attend the Cadet Leader Course (Advanced Camp) which is conducted annually at Fort Knox, Kentucky. This course is normally attended during the summer between a student's junior and senior year. It is a 29 day event that provides the best professional training and evaluation for all students participating in ROTC before commissioning. The course mission includes continued military training and leadership development, but the primary focus is to evaluate each student's officer potential. This course represents the only opportunity in ROTC to gather all qualified students from across the nation on one "level playing field" for the purpose of development and assessments. Successful completion of the course is mandatory for commissioning.

Course Offerings

Basic Course

Courses	Titles	Credits
MSL 101	Leadership & Personal Development (F).....	3
MSL 102	Introduction to Tactical Leadership (S)	3
MSL 201	Innovative Team Leadership (F).....	3
MSL 202	Foundations of Tactical Leadership (S)	3

Advanced Course

Courses	Titles	Credits
MSL 301	Adaptive Tactical Leadership (F).....	3
MSL 302	Leadership in Changing Environments (S)	3
MSL 303	Advanced Camp (SS).....	6
MSL 401	Developing Adaptive Leaders (F)	3
MSL 402	Leadership in a Complex World (S).....	3
MSL 485	Special Studies in Leadership (F,S)	1

The Military Science Minor

A minor in Military Science is available for students participating in the Army ROTC Program. Students must achieve a minimum of 30 credit hours by graduation, which includes credit for all Advanced Course classes (to include graduation from Advanced Camp) and the Professional Military Education (PME) requirements. Students may be granted waivers for requirements of the MSL 101 -202 courses for prior military service by the Assistant Professor of Military Science. More information about the minor is available through the College of Humanities and Social Sciences and the Military Science Minor.

Professional Military Education (PME) Requirements

To receive a commission as a Second Lieutenant in the U.S. Army and to graduate with a Minor in Military Science students must also complete a course in the following area to receive credit for their Professional Military Education (PME) requirements. Further information on this requirement will be provided to the students during contracting into the Army ROTC program.

- Military History

Additional Requirements

- Remain a full-time student (12 credit hours or greater) in good academic standing.
- Initiate a security clearance investigation within 60 days from signing a ROTC contract to meet pre-commissioning requirements.
- Must pass the Combat Water Survival Test.

Scholarship Information

The Army ROTC Scholarship Program provides financial assistance for the education and training of highly motivated men and women who desire to pursue careers as commissioned officers in the U.S. Army after graduation with a bachelor's degree. Four, three- and two-year scholarships are available to qualified candidates. The scholarship pays for school tuition, books, certain fees, and provides the student with a monthly, tax-free stipend of between \$300 and \$500 per month for up to 10 months per year (depending on academic status). For more information pertaining to scholarships and enrollment eligibility please contact the Department of Military Science at 549-2163/2176/2141. Their office is located in AM Building, Room 113.

Military Science and Leadership Student Learning Outcomes

- Students will demonstrate proficiency in small unit leadership by applying the 23 leadership dimensions.
- Meet or exceed the standard of the Army Physical Fitness Test (APFT) and make a commitment to optimal health and physical well being as a way of life. Students must also meet and adhere to the Army height/weight standards and authorized body fat percentages.
- Demonstrate the ability to lead alongside with the seven Army values of loyalty, duty, respect, selfless-service, honor, integrity, and personal courage.
- Demonstrate the understanding of customs and courtesies of the U.S. Army and Army's role in supporting the orders of superiors culminating with the Commander in Chief of the U.S. Army.

- All students will demonstrate various understanding of leadership and management skills in correlation to their academic year progression.
- In their junior year students will attend the Cadet Leader Course) to be developed, assessed, and compared to all Army ROTC cadets in the nation.

Outcomes Assessment Activities

Student success is measured through a variety of methods that include classroom work, Army Physical Fitness Test (APFT), Army Height and Weight Standards, Leadership Evaluations, complete and pass Cadet Leader Course.

- Students must pass or exceed the (APFT) each semester, as they progress higher in the MSL courses they must pass the (APFT) consistently and should progressively achieve a higher score.
- Parallel with (APFT) students must pass the Army Height and Weight standards.
- In their junior (MSL 301/302) year students are placed in leadership positions where they are evaluated in their leadership skills to include the 23 leadership dimensions and the seven Army values.
- After completion of MSL 302 (spring semester) students must attend and complete the Cadet Leader Course. It is a 29 day fully immersed assessment process that covers everything that was learned and evaluated since the cadet's freshman year. Students are subjected to high stress scenarios and placed in critical leadership roles that will further develop and assess an individual's ability to lead and serve as an officer in the United States Army.

MUSIC DEPARTMENT

Department Chair: David Volk

Faculty: Chi, Ihm, Metchkov, Mills

Artists-in-Residence: De Luca, Eastin, Eberhardt, Eickelman, Hsu, Turner

The Music Department of Colorado State University-Pueblo seeks to promote excellence in musicianship and to equip students for a career in music. The major in music leads to a degree of Bachelor of Arts (BA).

Mission, Goals and Objectives

The **mission** of the Department of Music at Colorado State University-Pueblo is to prepare undergraduate students to function professionally in their chosen field of music within the larger context of a liberal education, to provide artistic enrichment for the community, and to serve as an artistic resource.

The **goals** of the Department of Music are:

- To prepare students to function professionally in their field of music,
- To provide appropriate musical experiences for students in the liberal arts program,
- To prepare students to pursue advanced study in their respective areas,
- To encourage in all students the development of musical sensitivity and an understanding of the aesthetic process, and
- To provide for the University and community the enrichment afforded by a variety of musical experiences.

The **objectives** of the Department of Music used to accomplish the goals outlined above include:

- To offer courses and related experiences of an appropriate nature and quality and of sufficient breadth to allow the student adequate opportunity to acquire the necessary knowledge and skills;
- To offer and encourage student participation in a variety of ensembles and other instructional opportunities, allowing for varying musical tastes, experiences, and abilities;
- To challenge each music student to progress beyond the minimum requirements of a degree program, and to provide opportunities for growth beyond classroom instruction;
- To present music in a manner that promotes it as an art form; and
- To offer and promote quality performance and instruction, and to serve as an artistic resource.

Expected Student Outcomes

Upon completion of the Bachelor of Arts degree in Music, students will:

- Read, analyze, and perform music with fluency in at least one performance medium and in a variety of performance styles;
- Use the piano proficiently as an instrument for independent study of music theory, analysis of scores, and preparation of compositions or arrangements, as appropriate to the common tasks of a professional musician;
- Demonstrate proficiency in aural recognition and analysis of music, and in singing musical lines at sight, as appropriate to the common tasks of a professional musician;
- Recognize and describe representative selections of music from all the significant style periods and genres of western art music; and
- Create arrangements and original compositions utilizing the recognized ranges and idioms of

orchestral and band instruments and of vocal ensembles.

In addition, students in the *Performance Emphasis* program will:

- Conduct large and small ensembles in their primary performance medium;
- Prepare and present in public a wide selection of repertoire representative of the highest standard of performance technique and style appropriate to young professional artists; and
- In conjunction with recital performances, prepare scholarly program notes on the repertoire being presented and work closely with administrative staff to complete the copy and format of professional publicity documents.

In addition, students in the *Music Education Emphasis* program will:

- Conduct large and small ensembles in their primary performance medium;
- Demonstrate through field experiences and student teaching the necessary skills and dispositions for teaching music in a variety of public school settings;
- Articulate in written documents addressed to the general audience (such as parents, school board members, or community at large) a well-grounded philosophy of music education; and
- Create instructional plans, long-range curriculum outlines, and assessments for music education at elementary and secondary levels, following Colorado Academic Standards and incorporating recognized best practices in music pedagogy.

Outcomes Assessment Activities

Department faculty hear all music majors perform prepared solos at least three times per semester, with both formative and summative assessments recorded at significant points, such as final juries and the Junior Qualifying Exam at the end of the sophomore year. In addition, every primary and secondary ensemble performs at least one concert per semester. From the accumulated success of these performances, the faculty can determine and assess:

- Attainment of performing skills as students progress through the curriculum;
- Effectiveness of recruiting and retention in each instrumental area and vocal range; and
- Degree of knowledgeable application of the concepts of music theory and history to the sensitive performance of a wide range of repertoire.

Every music major must pass an exam over the first two years' work before being allowed to continue in the 300-

level courses of the music degree. This Junior Qualifying Exam holds students accountable for long-term learning in the discipline, but it also reveals patterns of effective or ineffective instruction across the department for program assessment purposes. Every music major must also complete a satisfactory demonstration of piano proficiency before graduation.

Students graduating in the emphasis areas of Performance or Music Education are required to present recitals appropriate to their degree program and (for Music Education) to pass the national standardized PLACE test.

Requirements

GPA

Students are required to complete all major and minor courses with a grade of C or better and to maintain a cumulative GPA of 2.5 or better.

Performance Skills

The attainment of an appropriate level of performance skills is required in order to function successfully as a musician. The minimum *Performance Standards*, which appear on the music department's web site and in the music department student handbook, provide representative examples of music literature and repertoire and must be successfully completed for each of the musical areas of performance concentration.

Admission to Upper Division

All music majors must qualify for admission to Upper Division (junior-level) study leading to the specific degree by successfully completing the Junior Qualifying Exam at the end of their sophomore year. In addition, all music majors will be required to pass MUS 229 (Piano Proficiency Completion) before performing an upper level recital, student teaching, or graduating. See the *Department of Music Student Handbook* for specific information regarding these evaluations.

Standards

Knowledge of specific subject areas, as recommended by the National Association of Schools of Music in music education, music theory, music history, music technology, and music performance will be measured through outcomes-testing.

Degree in Music

The general Bachelor of Arts in Music provides a broad base for a number of careers in music such as private studio teaching, and is intended as preparation for advanced graduate study.

The Bachelor of Arts in Music: Music Performance emphasis is appropriate for those students who plan to perform, teach privately, or pursue further study at the graduate level.

The Bachelor of Arts in Music: Music Education emphasis is a professional degree and provides the essential training, knowledge and skills necessary for a teaching career in choral, instrumental, or general music. The degree leads to K-12 music teacher licensure in choral, instrumental, and general music.

The University also offers the traditional liberal arts Minor in Music suited for students in majors other than Music desiring a foundational curriculum in Music. The Minor in Audio Production is open to students in all majors (including Music) who have a strong background in music fundamentals (basic performance, musical notation and theory). The Minor in Composition/Music Theory, Minor in Jazz Studies, and the Minor in Organ Performance Studies are primarily intended as concentration areas of study for students in BA-Music (General or Performance Emphasis) majors, but are open to students in any major satisfying course prerequisites.

Ensemble Registration and Requirements

The real-life performance experience provided by CSU-Pueblo ensembles is paramount to the professional training of our Music majors. University ensembles are also the 'public face' of the Department of Music and student participation is essential to our collective success.

At minimum, Music majors and scholarship recipients are required to participate in two ensembles every semester in residence. Applied Music registration and registration in upper division Music courses will not be permitted without the requisite ensemble registration.

Ensemble Registration Specific to the Major

General BA Music majors are to select an ensemble experience tailored toward their long-term professional goals, with a minimum of 6 hours of primary ensemble and 2 semesters of secondary ensemble credit required. A minimum of 2 semesters of Primary ensemble and 1 semester of Secondary ensemble must be earned at the upper division level (during the Junior or Senior year).

Music Education majors are to pursue a breadth of ensemble experiences, including Marching Band as this is an area all Music Education graduates are certified to teach. Music Education majors complete a minimum of 6 semesters of Primary Ensemble, with at least 2 semesters earned at the upper division level. Wind and Percussion Music Education majors are required to participate in Marching Band for two semesters, during the fall semester of their freshman and sophomore years (or first two years

enrolled in the major). Music Education majors in other instrumental areas or voice are required to participate in Marching Band for one semester on a secondary instrument following an audition or successful completion of a related techniques class. All Music Education majors are required to participate in at least one instrumental ensemble and one vocal ensemble during their CSU-Pueblo tenure.

Performance majors are to pursue an ensemble experience focused on their specific instrument, with a minimum of 8 Primary and 2 Secondary ensembles required (with a minimum of 4 Primary ensembles and 1 Secondary ensemble earned at the upper division level).

Ensemble Registration Specific to a Student's Principal Instrument and Scholarship Status

Wind and Percussion instrumental principals are required to participate in Marching Band for two semesters, during the fall semester of their freshman and sophomore years (or first two years enrolled in the major) as well as Wind Ensemble every semester they are registered for applied music. Voice principals are required to participate in Concert and Chamber choirs every semester in residence. String principals are required to participate in Orchestra and Chamber Music every semester they are registered for applied music. Percussion principals are required to participate in Percussion Ensemble every semester they are registered for applied music. Guitar principals are required to participate in at least one Guitar Ensemble every semester they are registered for applied music.

Applied instructors have a vested interest in the ensemble selection of their students and additional instrumental areas may have additional ensemble requirements. Students should consult their applied instructors for specific ensemble requirements of their applied studio. Participation in excess of three ensembles in any given semester is at the discretion of the applied instructor.

Music scholarship recipients, regardless of major, are required to participate in a minimum of two ensembles each semester. Wind and Percussion Scholarship recipients are required to participate in Marching Band during the fall semester of their freshman and sophomore years (or first two years of receiving a Music scholarship).

Exceptions to ensemble policies must be approved by the Chair of Music in consultation with ensemble directors. Ensemble assignments for all students are at the direction and discretion of the Music faculty and may require an audition.

Specific Requirements for the Bachelor of Arts in Music

General Education 35

NOTE: must also complete the World Language Requirement.

NOTE: must include MUS 118, Music Appreciation. In addition, all students must participate in appropriate Primary and Secondary ensembles as assigned each semester, except when Student Teaching.

Bachelor of Arts in Music Core Courses

MUS Courses	Titles	Credits
MUS 150	Music Theory I.....	3
MUS 151	Aural Skills I.....	2
MUS 210	Music Theory II.....	3
MUS 211	Aural Skills II.....	2
MUS 250	Music Theory III.....	3
MUS 251	Aural Skills III.....	2
MUS 280	Music Theory IV	3
MUS 281	Aural Skills IV	2
MUS 305	Music History I.....	3
MUS 355	Music History II.....	3
MUS x01	Music Performance Symposium.....	0
	(6 semesters)	
MUS xxx*	Primary Ensemble	6
	(6 semesters, 2 upper division)	
MUS xxx**	Secondary Ensemble	2
	(2 semesters, 1 upper division)	
	(Note: Music Ed emphasis exempt from this credit requirement.)	
MUS xxx	Major Applied Lesson.....	12
	(6 semesters, 2 upper division)	
	(Music Ed emphasis completes 5 Semesters and Junior Lecture Recital)	
MUS 127	Functional Piano I: Beginning.....	1
	(May be repeated; may be waived for Music Education majors)	
MUS 229	Piano Proficiency Completion.....	1
MUS 103	Music & Computer Technology I	1
MUS 303	Music & Computer Technology II	1
	OR	
MUS 306	Technology for Music Educators	2
	(Note: Music Education majors must Take MUS 306)	
MUS 357	Orchestration and Arranging	2
MUS 358	Basic Conducting	2
TOTAL		54-55 (Music Ed 50-51)

Note: MUS 306 may be waived with completion of an appropriate 500-level Education Technology course toward the Master of Education degree and 2 additional hours of music electives.

Note: Piano students complete either of the following in lieu of Functional Piano courses:

MUS 346	Piano Literature OR	
MUS 347	Piano Pedagogy	2
TOTAL		2

Free Electives30-31

Degree Total 120

*Primary ensembles: (All courses MUS)

	Fr/Soph	Jr/Sr
Chamber Choir	209	409
Wind Ensemble	212	412
Guitar Ensemble, Classical	232	432
Guitar Ensemble, Jazz	236	436
Piano Ensemble	242	442
Orchestra	244	444

**Secondary Ensembles: (All courses MUS)

	Fr/Soph	Jr/Sr
Concert Choir	202	402
Collaborative Music Ensemble	204	404
Vocal Jazz Ensemble	208	408
Brass Ensemble	214	414
Chamber Ensemble	221	421
Percussion Ensemble	224	424
Pep Band	231	431
Woodwind Ensemble	234	434
Marching Band	230	430
Jazz Ensemble	254	454

NOTE: Ensembles are determined by the student's declared performance area. See adviser if further information is required.

Specific Requirements for the Bachelor of Arts in Music: Music Performance Emphasis

Music Core..... 54

General Education 35

(NOTE: must also complete second semester level of a World Language)

Music Performance Emphasis Requirements

MUS Courses	Titles	Credits
MUS 350	Theory V-Composition and Analysis.....	2
MUS x01	Music Performance Symposium.....	0
	(2 semesters)	
MUS 349	Junior Recital.....	2

MUS	470-489	Senior Recital	2
MUS	xxx	Primary Ensemble	2
		(2 semesters, upper division)	
MUS	359	Advanced Conducting.....	2
			TOTAL 10

Note: Vocal students must also complete the following:

MUS	323	Diction for Singers	2
			TOTAL 2

Note: Piano students must also complete the following:

MUS	346	Piano Literature	2
		(Substitute for 2 credits of Functional Piano, MUS 127 and 227)	
MUS	347	Piano Pedagogy	2
			TOTAL 4

Note: Guitar students must also complete the following:

MUS	152	Jazz Improvisation I.....	2
MUS	252	Jazz Improvisation II.....	2
MUS	326	Guitar Physiology and Technique.....	2
MUS	327	Guitar Pedagogy II: History & Lit.....	2
			TOTAL 8

Electives.....13-21

Degree Total 120

Specific Requirements for the Bachelor of Arts in Music: Music Education Emphasis

Music Core.....(Music Ed) 50-51
(Must include MUS 306 taken in core)

General Education..... 35

- Humanities requirements must include MUS 118 (Music Appreciation) and COMR 103 (Speaking and Listening).
- Social Science requirements must include either PSYCH 151 (Human Development) or PSYCH 251 (Childhood and Adolescence).

NOTE: The World Language requirement must also be satisfied. It is recommended to take WL 100 as a Humanities and then take ANTHR/ENG 106 as a Social Science to satisfy this requirement.

Music Education Emphasis Requirements

MUS Courses	Titles	Credits
MUS x01	Music Performance Symposium	0 (1 semester)
MUS 345^	Junior Lecture Recital	1
MUS 359^	Advanced Conducting.....	2
MUS 113^	Vocal Techniques and Diction	1
MUS 223^	Percussion Techniques	1
MUS 233^	Woodwind Techniques	1
MUS 243^	String Techniques.....	1
MUS 253^	Brass Techniques.....	1
MUS 340^	General Music Methods.....	2
MUS 440^	Choral Music Methods	2
MUS 441^	Instrumental Music Methods.....	2
		TOTAL 14

Education Requirements

Courses	Titles	Credits
ED 202*	Foundations of Education	3
ED 301*	Frameworks of Teaching	4
RDG 435^	Content Area Literacy	4
ED 412^	Teaching Diverse Learners.....	3
ED 485	Capstone Seminar	1
ED 489	Student Teaching K-12	12
		TOTAL 27

*The Bachelor of Arts in Music Core Courses and ED 202 and 301 are required prerequisites for students completing initial teachers' certification in K-12 Music (for additional requirements, refer to the Graduate School and Department of Education portions of the Catalog).

^For courses designated, equivalent graduate-level courses toward the Master of Education-Music Emphasis degree are offered in pursuit of initial teachers' certification. ED 489 may be taken for 6 hours with co-registration in MUS 594 (Field Experience) for 6 hours.

Degree Total 126-127

There are additional licensure requirements; consult the Teacher Education Program for details.

Elective Performance Certificate within the Music Education Emphasis

The Department of Music awards the *Performance Certificate within the Music Education emphasis* for completion of the following applied music course work. Hours toward the Performance Certificate are earned above and beyond credit hours required for the BA Music with Music Education Emphasis degree.

Requirements

At least 2 additional hours of applied music at the Junior or Senior level.....2
 Completion of Senior Recital.....2

CERTIFICATE TOTAL 4

The University does not transcript certificates, so records of the *Performance Certificate within the Music Education Emphasis* and the issuance of the certificate are administered by the Music Department.

Minors in Music

Music majors completing minors in Music Technology, Composition/Theory, Jazz Studies, or Organ Performance must complete a minimum of 18 hours beyond required courses of the BA-Music (General Emphasis) degree, to include required hours in the minor and any electives beyond major and minor degree requirements. These hours fulfill the College of Humanities, Arts and Social Sciences (CHASS) graduation requirements that 18 hours must be taken in a minor or in courses outside the major discipline.

Specific Requirements for the Music Minor

MUS Courses	Titles	Credits
MUS 118	Music Appreciation.....	3
MUS 127	Functional Piano I: Beginning	1
MUS xxx	Ensemble (4 semesters).....	4
MUS x01	Music Performance Symposium (4 semesters).....	0
MUS 150	Music Theory I	3
MUS 151	Aural Skills I	2
MUS 210	Music Theory II	3
MUS 211	Aural Skills II	2
MUS xxx	Applied, non major (4 semesters)	4
		TOTAL 22

Specific Requirements for Minor in Music and Audio Production

Required Core Courses (12 credit hours)

MUS Courses	Titles	Credits
MUS 110	Music and Audio Production I	2
MUS 285	Cultural History of Popular Music.....	2
MCCNM 101	Media and Society	3
MCCNM 220	Introduction to Electronic Media.....	3
MUS 310	Audio Production II: Pro Tools	2

Electives (minimum 6 credit hours)

Coursework must include at least one offering from Mass Communications and Center for New Media (MCCNM) and one offering from Music (MUS). Courses numbered 300 and above require successful completion of the required core.

MUS Courses	Titles	Credits
MUS 103*	Music and Computer Technology I	1
MUS 203*	Electronic Music.....	2
MUS 303*	Music and Computer Technology II	1
MUS 245	Digital Media Production.....	2
MCCNM 245	Digital Media Production.....	3
MCCNM 318	Regulation of Electronic Media	3
MUS 410	Audio Production: Lab	1
MUS 420*	Film Scoring.....	2
		TOTAL 25

Additional elective courses may be approved for students in consultation with the Department of Music

*This course requires knowledge of basic music notation, harmony, and performance.

Specific Requirements for Minor in Composition/ Music Theory

Required Core Courses (10 credit hours)

MUS Courses	Titles	Credits
MUS 180	Introduction to Composition	1-1-1-1 (four semesters, 1 hour each)
MUS 438	Composition Recital.....	2
MUS 350	Theory V-Composition and analysis ...	2

One of the following advanced Theory courses

MUS 351	Counterpoint	2
MUS 352	19th Century Styles	2
MUS 353	20th Century Styles	2

Electives (8 credit hours)

(Chosen from the following list)

MUS Courses	Titles	Credits
MUS 113	Vocal Techniques and Diction	1
MUS 180	Introduction to Composition	1-4 (additional semesters beyond core)
MUS 223	Percussion Techniques	1
MUS 233	Woodwind Techniques	1
MUS 243	String Techniques.....	1
MUS 253	Brass Techniques	1
MUS 359	Advanced Conducting.....	2
Advanced Music Theory courses (not taken for core)		2-6

TOTAL 18

Specific Requirements for Minor in Jazz Studies

Required Core Courses (12 credit hours)

MUS Courses	Titles	Credits
MUS 120	History of Jazz	2
MUS 285	Cultural History of Popular Music.....	2
MUS 152	Jazz Improvisation I	2
MUS 252	Jazz Improvisation II	2
MUS 180	Introduction to Composition	1-1 (Jazz Composition/Arranging)
MUS 439	Recital: Jazz Studies.....	2

Ensemble Participation (6 credit hours)

(Chosen from the following list)

MUS Courses	Titles	Credits
MUS 208, 408	Vocal Jazz Ensemble .....	.5-1
MUS 236, 436	Guitar Ensemble, Jazz ....	.5-1
MUS 254, 454	Jazz Ensemble .....	.5-1
		TOTAL 18

Specific Requirements for Minor in Organ Performance Studies

Required Core Courses (14 credit hours)

MUS Courses	Titles	Credits
MUS 277	Applied Music Organ, major.....	2-2-2-2 (four semesters)
MUS 169	Applied Music Voice, non-major	1-1 (two semesters)
MUS 113	Vocal Techniques and Diction	1
MUS 498	Internship	1-1-1 (three semesters)

The music internships will provide opportunities for professional, firsthand experience of music making in traditional church music programs. Internship opportunities coordinated with local churches will include work with adult choirs (1 credit hour), handbell choirs (1 credit hour), as well as service organ playing (1 credit hour).

Ensemble Participation (4 credit hours)

(Chosen from the following list)

MUS Courses	Titles	Credits
MUS 204, 404	Collaborative Music Ensemble.....	1-1-1-1 (four semesters)
		TOTAL 18

Specific Requirements for Minor in Piano Pedagogy

Required Core Courses (18 credit hours)

MUS Courses	Titles	Credits
MUS 346	Piano Literature	2
MUS 347	Piano Pedagogy	2
MUS 426	Advanced Piano Pedagogy	2
ED 210	Human Growth and Development.....	3
MGMT 414*	Entrepreneurship	3
MUS 427	Piano Pedagogy Practicum	2-2-2
		TOTAL 18

*Prerequisite of MKGT 340

Master of Education/Music Emphasis

Refer to Department of Education requirements for admission to the Master of Education degree program. Interested persons should read the full program description in the *Master of Education* section of this catalog and contact the Music Department for specific questions.

18 hours of MUS 500-level credit must be earned to complete the Music Emphasis portion of the Master of Education degree (refer to the *Master of Education* section of this catalog). No more than 4 hours of 500-level ensemble credit or applied music credit may be applied toward the Master of Education-Music Emphasis. In addition to 18 hours of 500 level MUS credit completed, students must demonstrate completion of the following courses or the comparable undergraduate course listed below:

MUS Courses	Titles
MUS 530	Marching Band (1-2 semesters as required by instrument) [or MUS 135, 230, 330, or 430]
MUS 579	Graduate Recital [or MUS 345 or Junior Recital]
MUS 550 or 560	Instrumental or Choral Conducting [or MUS 359]
MUS 513	Advanced Vocal Pedagogy [or MUS 113]
MUS 523	Advanced Percussion Pedagogy [or MUS 223]
MUS 533	Advanced String Pedagogy [or MUS 243]
MUS 543	Advanced Woodwind Pedagogy [or MUS 233]
MUS 553	Advanced Brass Pedagogy [or MUS 253]
MUS 580	Advanced General Music Methods [or MUS 340]

- MUS 581 Advanced Choral Methods
[or MUS 440]
- MUS 582 Advanced Instrumental Methods
[or MUS 441]

Additional Information

The Department of Music Student Handbook is intended as a supplement to the University Catalog and is binding in all matters relating to the Department of Music at Colorado State University-Pueblo. A copy of the handbook may be found on the University Department of Music website, and printed copies are located in the Music Office (A/M 175) and in all music faculty offices.

The Colorado State University-Pueblo Department of Music is an accredited member of the National Association of Schools of Music.

NON PROFIT ADMINISTRATION MINOR

Adviser: Carol L. Langer, (719) 549-2533

Mission

The nonprofit administration minor is a 24-credit multi-disciplinary program designed for students wanting to pursue careers in nonprofit organizations that include the arts, human services, recreation, chambers of commerce, civic efforts, and health care. The nonprofit administration minor supports the mission of the university by promoting civic responsibility and encouraging innovation.

Three student learning outcomes are directly related to the mission of the nonprofit administration minor: 1) identify basic components in nonprofit organizations; 2) develop a strategic plan for a new nonprofit organization; 3) apply knowledge of nonprofit organizations within an internship setting.

A variety of suggested electives allows student to focus their coursework toward the type of nonprofit career they desire. Elective courses allow for student choice. An internship in a nonprofit organization is also required and can be coordinated with the student's major area of study.

Student Learning Outcomes

- Students will be able to identify the basic components in any nonprofit organization.
- Students will develop a strategic plan for a new nonprofit organization.
- Students will apply knowledge on nonprofit organization in an internship setting.

Outcomes Assessment Activities

Student learning is measured through the development and design of a strategic plan for a new nonprofit organization and through the completion of an internship with a nonprofit organization. Faculty teaching the minor area courses will evaluate each strategic plan developed by students, paying close attention to the student's ability to convey the necessary components of a nonprofit organization. Internship supervisors evaluate students based on their ability to apply what they've learned in their courses into an actual nonprofit setting. Students evaluate how well their courses prepared them for their nonprofit internships. The results of these assessment activities are used to improve program offerings and enhance student learning.

Specific Requirements for the Nonprofit Administration Minor

Core Courses: 15 credits

Courses	Titles	Credits
MCCNM 370	Nonprofit Organizations and Communication.....	3
POLSC 330	Introduction to Public Administration	3
PSYCH 315	Industrial/Organizational Psych	
	OR	
SOC 432	Organization Theory	3
SW 350	Social Welfare Policy.....	3
NPA 494	Field Experience.....	3

Elective Courses: 9 credits

The following courses are suggested electives. Students are encouraged to identify courses that will assist in their specific nonprofit career goals. Students are required to earn 9 credits, but can choose additional electives. The required 9 credits can fall within the same content area or across disciplines; however, students may only use 6 credits from their major. No general education or other minor courses can be double-counted. Some courses may require prerequisites.

Courses	Titles	Credits
COMR 350	Communicating in Professions	3
ECON 202	Principles of Microeconomics	3
ENG 305	Technical & Scientific Report Writing....	3
MCCNM 210	Intro to Integrated Communication	3
MCCNM 211	Digital Publishing.....	3
MCCNM 321	Public Relations Case Problems	3
MCCNM 422	Writing for Public Relations.....	3
MCCNM 430	Integrated Communications Campaigns3	
POLSC 340	Public Policy.....	3
SW 324	Social Work Intervention III.....	3

PSYCHOLOGY DEPARTMENT

Department Chair: Krista Bridgmon

Faculty: Brett-Green, Pratarelli, Walker, Yescavage

Psychology is a field of inquiry which is called the science of behavior and answers questions about how and why organisms behave as they do. The field of psychology is enormous with many sub fields. Some areas pertain to animals, while others are focused on the behavior of humans. Still other areas focus on, abnormal behavior or complex social and emotional behavior while the cognitive area focuses on how people perceive, learn, remember, and think.

Psychology is a discipline based on theoretical perspectives and information gained through research. Therefore, the psychology major is based on understanding theory as well as learning the methods of inquiry, evaluation, and drawing appropriate conclusions. These skills are useful for problem solving in many applied settings.

The bachelor's degree program in psychology at CSU-Pueblo offers a curriculum which provides the student with an overview of the major areas within psychology, along with the opportunity to select courses which fit their personal interests. Through psychology courses at CSU-Pueblo, a student can enhance their career opportunities and/or gain an academic grounding for professional and graduate training. Students who seek careers as professional psychologists should consider studies at the graduate level. Students are encouraged to take advantage of many opportunities in the psychology department including field placements and both laboratory and field-based research. There is a local chapter of Psi Chi, the National Honor Society in Psychology, which encourages students to maintain excellence in scholarship. Students are encouraged to participate in both Psi Chi and the Psychology Club.

Expected Student Outcomes

- Identify the major concepts and historical trends in psychology and evaluate theoretical perspectives.
- Apply basic research methods and ethical values in psychology, including design, data analysis using SPSS, and interpretation of results.
- Communicate effectively verbally and in writing including APA style.
- Students will act ethically and responsibly—both individually and with others—demonstrating an awareness of and respect for diversity.
- Implement psychological knowledge, skills and values in occupational pursuits in a variety of settings that meet personal goals and societal needs.

These expected learning outcomes apply for both the BA and the BS degrees in psychology.

Bachelor of Science Degree in Psychology

Students must complete all of the major degree requirements. In addition, students must complete 8 credits in the natural sciences or math (BIOL, CHEM, GEOL, MATH, or PHYS) beyond their general education courses. EXHP 162 and EXHP 162L cannot be used to satisfy the additional science requirement.

Bachelor of Arts Degree in Psychology

Students must complete all of the major degree requirements. In addition, students must complete the world language requirements as stated in the *Academic Policies* section of the University catalog beyond their general education courses. This requirement includes completion of the second level of a world language, or completion of WL 100 and ANTHR/ENG 106, or completion of the first and second level of American Sign Language.

Major Requirements

A total of 42 hours in psychology is required for the major. Psychology majors should consult a faculty adviser who will assist in selecting psychology courses to complete the major.

Basic Core Requirements

PSYCH Courses Titles		Credits
PSYCH 100	General Psychology	3
PSYCH 103	Introductory Psychology for Majors	3
PSYCH 207/L	Quantitative Research Methods I/Lab ..	4
PSYCH 209/L	Quantitative Research Methods II/Lab ..	4
PSYCH 401	History & Systems of Psychology	3

Two of the following courses 6

PSYCH 311	Theories of Personality
PSYCH 352	Social Psychology
PSYCH 362	Abnormal Psychology

One of the following courses..... 3

PSYCH 336	Learning and Motivation
PSYCH 337	Memory and Cognition

One of the following courses with lab..... 4

PSYCH 331/L	Physiological Psychology/Lab
PSYCH 334/L	Perception/Lab

One of the following courses..... 3

PSYCH 315	Industrial/Organizational Psych
PSYCH 342	Educational Psychology
PSYCH 471	Clinical Psychology

TOTAL 33

PSYCH ELECTIVES

A total of 9 credits of Psychology Electives are required for the major.

PSYCH Courses Titles		Credits
PSYCH 151	Human Development.....	3
PSYCH 205	Intro to Sport Psychology.....	3
PSYCH 211	Women and Society.....	3
PSYCH 212	Psychology of Diversity.....	3
PSYCH 220	Drugs and Behavior.....	3
PSYCH 222	Understanding Animal Behavior.....	3
PSYCH 231	Marriage and Family Relationships.....	3
PSYCH 241	Human Sexuality.....	3
PSYCH 251	Childhood and Adolescence.....	3
PSYCH 291	Special Topics.....	1-4
PSYCH 351	Psych of Exceptional Individual.....	3
PSYCH 403	Emotional Intelligence.....	3
PSYCH 405	Positive Psychology.....	3
PSYCH 463	Psychopathology of Childhood.....	3
PSYCH 464/L	Systems of Counseling and Psychotherapy/Lab.....	4
PSYCH 465	Behavior Modification.....	3
PSYCH 475	Group Process.....	3
PSYCH 491	Special Topics.....	1-3
PSYCH 492	Research.....	1-3
PSYCH 494	Field Experience.....	1-12
PSYCH 495	Independent Study.....	1-3
<hr/>		
TOTAL		42

Psychology majors will be required to complete a minor to fulfill the CHASS requirements of 18 credits outside of the major beyond their major requirements and the general education requirements. Please note: PSYCH courses cannot be included in this total.

Prerequisites

Students should be aware that there are prerequisites to some courses. For instance, it is important to note that 2 years of high-school algebra (or equivalent) is the prerequisite for PSYCH 207 & 209. Successful completion of PSYCH 207 is the prerequisite for PSYCH 209. PSYCH 401 should not be taken until the senior year, preferably in the last semester before graduation.

Note:

- A maximum of 6 credit hours of field experience and/or independent study may be applied towards the required 42 total hours in psychology.
- Students may take PSYCH 491 an unlimited number of times; however, only six credits may count toward the psychology major.

General Education

General Education requirements are to be taken outside of the major. Therefore, students who major in psychology may not use psychology courses for general education.

Upper Division Requirement

Psychology majors must take a minimum of 24 credits of upper-division coursework in psychology.

GPA

A minimum grade of C is required in all psychology courses counting toward the psychology major.

Transfer Students

Students transferring from another institution and seeking a degree in Psychology must complete 21 hours of Psychology courses at Colorado State University-Pueblo with a minimum grade of C in all psychology courses. Of these 21 hours, a minimum of 12 must be upper-division credit.

Requirements for the Psychology Minor

- Twenty one credits of psychology, which must include PSYCH 100 and nine credits of upper-division coursework. Credits in PSYCH 492, 494 and 495 do not count toward the minor.
- A minimum grade of C in all psychology courses counting toward the minor.
- PSYCH 491 may be taken once to count toward the minor.
- Transfer students must complete 9 credits upper-division coursework in Psychology at CSU-Pueblo.

Career/Employment for Psychology Majors

Psychology is a diverse field with hundreds of career paths. Some specialties, like caring for mentally ill people, are familiar to most of us. Others, like studying how we know and remember things, are less well known.

Across the nation, psychology is the second most popular undergraduate major, even though many of those who choose psychology as a major may not be interested in psychology as a career. About 10 percent of psychology majors pursue graduate training and at CSU-Pueblo there is excellent preparation available for students wishing to apply to graduate programs in psychology.

For those students who do not wish to become professional psychologists, many jobs are available. Psychology is a valuable major for a Liberal Arts degree. Jobs are found in various sectors of society and psychology graduates are most often employed as

interviewers, counselors, mental health workers, human service practitioners, personnel analysts, probation officers, and writers. Employers find that psychology graduates possess strong people skills and psychology majors also value these skills themselves.

Psychology majors cite courses in the principles of human behavior as especially important to life after college. Additional insight gained from these courses into what motivates people to perform at their peak helps them, whether they are functioning as parents at home, coaching athletics, or managers on the job.

Training in the scientific method - the requirement to do thorough, objective research, analyze data logically, and put forth the findings with clarity - stands psychology majors in good stead as they pursue future careers.

Outcome Assessment Activities

- The presentation of an empirically-based research project immediately following PSYCH 209/209L. Each student presentation will be evaluated with the use of the Research Presentation Evaluation Form by psychology faculty.
- The use of counseling skills in a clinical field experience. Each student will be evaluated by the field experience agency and the psychology field coordinator with the use of the Field Experience Evaluation Form.
- An alumni survey is conducted every 5-7 years to assess the relevance of psychology courses in career development.

SOCIAL WORK DEPARTMENT

Department Chair: Carol L. Langer

Faculty: Baca, Bridgeman, Frounfelker, Richmond, Rodriguez, Reilly-Sandoval

The profession of social work is dedicated to helping individuals, families, groups, neighborhoods and communities meet basic human needs within the context of culture and society. Fundamental to social work practice is the enhancement of social functioning from a person-in-environment perspective. Particular attention is given to populations at risk, services that have been developed to meet client needs, and societal change to achieve a more humane and just society.

The Department of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1982. Students who earn a BSW degree from Colorado State University-Pueblo may be eligible for advanced standing in a social work graduate program. However, requirements for advanced standing vary with

each graduate social work program.

Mission Statement

“As part of Colorado State University-Pueblo, a regional comprehensive university, the social work program prepares students for beginning generalist practice with diverse client populations across systems of all sizes, including individuals, families, groups, organizations, and communities.”

Program Goals and Objectives

1. Provide BSW students with a range of skills, attitudes, and knowledge grounded in social work values and ethics.

Objectives

- Students will apply social work values and ethics to social work practice with diverse systems.
 - Students will evaluate the professional use of self in interactions with diverse systems.
2. Develop culturally competent professionals who can intervene appropriately in systems of all sizes with emphasis on regional populations.

Objectives

- Students will develop culturally competent knowledge, values and skills for beginning level social work practice with diverse systems.
 - Students will demonstrate the ability to practice with diverse populations in a multicultural environment including Chicanos, Mexicans, and American Indians.
3. Develop the ability of BSW students to advocate for social and economic justice with systems of all sizes.

Objectives

- Students will identify factors which impact the attainment of social and economic justice for diverse systems.
 - Students will select and apply appropriate intervention methods to develop and enhance social and economic justice across diverse systems.
4. Engage BSW students in a process of practice-informed research and research-informed practice.

Objectives

- Students will use critical thinking skills to develop knowledge and understanding of research

relevant to beginning social work practice with diverse systems.

- Students will interpret, evaluate and implement relevant research, linking theory to practice, as they engage in beginning level social work practice with diverse systems.

Student Learning Outcomes

Upon completion of the Baccalaureate Social Work Program, students will

- Demonstrate ethical and professional behavior;
- Engage diversity and difference in practice;
- Advance human rights and social, economic and environmental justice;
- Engage in practice-informed research and research-informed practice;
- Engage in policy practice;
- Engage with individuals, families, groups, organizations, and communities;
- Assess individuals, families, groups, organizations, and communities;
- Intervene with individuals, families, groups, organizations, and communities; and
- Evaluate practice with individuals, families, groups, organizations, and communities.

Outcomes Assessment Activities

The faculty of the Department of Social Work uses a variety of methods for evaluating the student learning outcomes. These include a senior field placement consisting of 448 clock hours under the supervision of a task/field supervisor and with a faculty liaison. An assessment of the field experience completed by the field supervisor is a direct measure. During the field seminar, students will complete and collect artifacts for a portfolio which will be submitted for blind evaluation of academic content by faculty. Students will complete a self-report survey where each learning outcome and associated practice behaviors are measured indirectly. In addition in the last term of the field experience, students must complete a standardized knowledge-based assessment. Embedded assessment measures include presentations, papers, projects, and conducting individual and group practice sessions. In addition, employer and alumni surveys are systematically administered as part of assessment. The results of these assessment activities are used to improve the program and student learning.

Requirements for the Social Work Major

General Education Foundation Courses

General Education..... 35 credit hours

As a base for professional intervention, social work

practice requires mastery of knowledge and skills commonly taught in the liberal arts. Students planning to major in social work should select general education courses that develop proficiency in verbal and written communication, competency in problem solving, and promote critical and analytical thinking. Courses that incorporate human growth and behavior, diversity, and the interaction of individuals, groups, neighborhoods, communities and society, within the context of social, economic, political, and governmental systems, provide a substantive base for majors. Students should complete the University's general education requirements prior to enrollment in upper division social work courses.

Professional Foundation Courses..... 34 credit hours

Specified courses.....	21
Basic social work courses	13

Other Related Requirements

No academic credit is awarded for life experiences in this program.

Transfer students may be required to submit a copy of course descriptions and/or course syllabi for review to determine acceptance of credits for social work and related courses.

There are no test out exams for social work courses.

Independent study courses with SW prefix may not be substituted for required courses.

Social Work Foundation Courses

A grade of C or above must be earned in all courses required by the major.

The following specific courses are required as foundation for enrollment in upper division social work classes.

Courses	Titles	Credits
PSYCH 100	General Psychology	3
SOC 101	Intro to Sociology.....	3

The following courses may be taken concurrently with 300-level social work courses:

Courses	Titles	Credits
BIOL 100	Principles of Biology	3
CS 101	Intro to Chicano Studies OR	
CS/SW 230	Chicano: Social and Psychological Study	3
	A course in ECON or POLSC.....	3
	A WS course	3

SW	210	Statistics for Social Worker OR	
MATH	156	Introduction to Statistics.....3 (or an approved statistics course)	
			TOTAL 21

Courses in the social work curriculum are provided in the areas of human behavior and the social environment, social welfare policy and services, social research, social work practice and field practicum. Learning takes place in the classroom and in approved agency settings under supervision. Some courses in the major must be taken in sequence because knowledge in higher level courses is built on the mastery of information in previous courses.

SW Courses		Titles	Credits
SW	100	Intro to Social Work	3
SW	201	Human Behavior & Social Environment I	3
SW	202	Human Behavior & Social Environment II	3
SW	205	Social Welfare in the U.S.....	3
SW	225	Social Work Policies and Procedures ...	1
			TOTAL 13

Admission into the Social Work Program

The social work major is a professional program and as such requires two additional admission processes following admission into the University: the first is admission into the social work program and the second is admission into the field practicum. **Social work majors should be accepted into the program prior to enrolling in required 300 and 400 level social work courses.**

Application forms are available in the BSW Student Handbook, on the website, or from the social work department administrative assistant on the Pueblo campus. Completed application forms are to be submitted by November 1st for the upcoming spring semester, by April 1st for the upcoming summer and fall semester. Applications for admission are accepted any time during the year, but no later than the deadlines noted for each term. Faculty review applications and a decision is made regarding admission into the program. The Department Chair will notify each student in writing of his/her status: 1) admission into the program, 2) conditional admission into the program or 3) denial of admission into the program.

Reasons for conditional admission into the program will be identified in the letter, as well as corrective actions that must be taken. Students who are conditionally admitted will have their progress followed by the Department Standards and Academic Progress Committee. This committee will also receive referrals from instructors within the department and from the department chair. Such

referrals may include issues of academic or behavioral nature. (See the department student handbook for a complete description of this committee and its functions.) When the requirements for admission into the program have been satisfied, the student’s status will be revised from conditional acceptance to admission into the program. If for some reason a student is not admitted to the program, the reasons for this decision will be identified in the letter to the student, along with necessary corrective actions. Reapplication may be made once corrective action has been taken.

Social Work Professional Practice Courses

Students must earn a grade of C or above in all social work professional practice courses. The following upper division social work courses are mandatory for completion of the BSW degree and require acceptance into the major prior to enrollment.

SW Courses		Titles	Credits
SW	301	Professional Writing in Social Work.....	3
SW	310	Social Work Theory	3
SW	320	Human Diversity in Practice.....	3
SW	322	Social Work Intervention I	3
SW	323	Social Work Intervention II	3
SW	324	Social Work Intervention III	3
SW	350	Social Welfare Policy.....	3
SW	481	Field Seminar I	3
SW	482	Field Seminar II	3
SW	488	Field Placement I.....	5
SW	489	Field Placement II	5
SW	492	Research.....	3
SW	499	Capstone	3
			TOTAL 43

Admission into the Social Work Field Practicum

The Field Practicum

Social work majors are required to apply for admission into the field practicum. All social work courses must be completed prior to entering field. Orientation meetings are scheduled by the Field Coordinator each fall and spring semester for all students planning to enroll in the field practicum during the following summer session or fall semester. Application forms for admission into the practicum are distributed at this meeting and information on the admission process and placement is provided. Students unable to attend are required to meet with the Field Coordinator to obtain the forms and receive pertinent information to proceed with the practicum placement process.

Completed applications must be returned to the Field Coordinator at the time of your interview. The application

will be reviewed and the student will be notified of acceptance into the field practicum by the Field Coordinator. Late submission of the application may delay both placement into the practicum and graduation since most field practicum agencies require background checks and/or drug and alcohol testing. **Students need to be aware that a criminal history may affect eligibility for placement based on agency policy, not University policy or the Department of Social Work policies.**

The Field Coordinator is required to make a reasonable effort to assist a student in securing a placement. The social work student, however, not the University, is ultimately responsible for being eligible and retaining a placement under the direction of the Field Coordinator. Students unable to obtain acceptance into an approved placement after three attempts, or successfully complete a practicum, will not be awarded the BSW degree and are advised to change to a major in which they can meet degree requirements.

Students are required to complete a minimum of 448 clock hours of professionally supervised field work in an approved community social service agency.

RETENTION IN THE SOCIAL WORK MAJOR

Students may be denied acceptance or withdrawn from the major or field placement for either academic or behavioral reasons.

Academic Requirements

Students must maintain specific academic standards for admission into the major, continuation in the program, and field practicum for graduation. By University policy, students are required to maintain a minimum cumulative grade point average of 2.0 for graduation. In the social work major, a minimum GPA of 2.5 is required (professional foundation and professional practice courses). All courses designated with a SW prefix and the non-social work foundation courses must be completed with grades no lower than a C. If an individual does not take any social work courses for one calendar year, the individual must reapply for admission to the major.

Behavioral Requirements

Behaviors which may result in non-acceptance into the major, field practicum, or withdrawal from the social work major may include, but are not limited to, the following:

1. Serious or repeated violation of the *NASW Code of Ethics and Standards of Practice*;
2. Violation of CSU-Pueblo's academic dishonesty policy or Student Code of Conduct;
3. Unprofessional social work conduct;
4. Demonstrated unwillingness or inability to use

supervision;

5. Personal problems that seriously and consistently interfere with the conscious and professional use of self in a helping relationship;
6. Inability to accept appropriate evaluation from superiors or to modify one's professional behaviors as requested;
7. Inappropriate or disruptive behavior toward colleagues, faculty, staff or peers; and/or
8. Consistent failure to demonstrate interpersonal skills necessary to form effective professional relationships.

See student handbook for more information.

Electives

A minimum of 120 semester credit hours are required for the BSW degree. At least 40 hours must be taken in upper division (300-400 level) courses. Social work is exempt from obtaining a minor or 18 credits outside the major. Students may use elective courses to achieve the total credit hours required. Social work faculty advisers can assist in the selection of electives.

SOCIOLOGY/CRIMINOLOGY/ ANTHROPOLOGY/SOCIAL SCIENCE DEPARTMENT

(Including Criminology)

Department Chair: S. Calhoun-Stuber

Faculty: Calhoun-Stuber, Gomme, Hackett, McGettigan, Messer, Reynolds-Stenson, Schlosser

Mission Statement

The Department of Sociology, Criminology, Anthropology and Social Science is committed to the principles of a liberal education. Our central objective is to teach and communicate the sociological and anthropological ways of viewing the world. The programs in sociology, criminology, anthropology, and social science are intended to increase the student's knowledge of social organization and social relationships and to assist students in developing skills in the processing, integration and utilization of knowledge, rather than its simple transfer. Our curriculum reflects the long-standing interest of our disciplines in examining the human condition and understanding stability and change in social life. The department prepares students to work in a wide variety of occupations or to pursue professional or graduate studies. Our mission is to produce graduates who are motivated and equipped to make meaningful contributions to the enhancement of the human condition.

The department's mission relates to the mission of the College of Humanities and Social Sciences in the following

ways: (a) the department programs provide classroom environments that stimulate critical thinking and assist students to further develop critical thinking skills; (b) social action and responsibility, personal morality and accountability, and professional ethics are focused on throughout the curriculum in classes that examine the interplay between individual agency and social influence; (c) the broad disciplines within the department are committed to producing motivated and socially aware graduates equipped to make meaningful contributions within a diverse community and increasingly interdependent world.

SOCIOLOGY

Sociology examines human society with an emphasis on social structure, social interaction, and social change. From the analysis of passing encounters between strangers on the street to the investigation of broad-based global social movements, sociology examines the subtle, yet complex, ways individual lives interact and intersect with the collective experience of others. One of the sociology program's special emphases is understanding social inequalities and their implication for social justice. Comparative, cross-national, and cross-cultural perspectives are also offered in many courses.

The analytic frameworks sociologists employ encourage students to think about complex situations in a new way by showing how the social environment influences people's life options, advantages and disadvantages. Sociologists are interested not only in understanding social issues and social organization, but also in resolving social problems and improving social conditions for human populations. With sociological knowledge we become more aware of ourselves, of other people, and of the world we all live in.

To study sociology, a student needs to acquire information (what we know), methodology (how we know), and theory (how we explain). A major in sociology will require students to develop background and strength in each of these domains. The insights gained from a sociological perspective include the ability to perceive the structures and patterns upon which everyday life rests, to understand the interaction between individual agency and social forces, to interpret events from diverse perspectives, and to examine existing social arrangements critically.

The sociology major prepares students to work in education, research, government, business, human services, community organizing, program development, policy analysis, youth services, criminal justice, crime and violence prevention, and victim services. Sociology also prepares students for graduate studies in sociology or related social sciences, for applied research careers, or for professional degree programs in law, social work, public administration and other fields.

The major is organized to provide a firm foundation in theory and research methods while allowing students to tailor their major to their specific subject interests.

A sociology major leads to either a Bachelor of Arts (BA) or a Bachelor of Science (BS) degree.

Student Learning Outcomes

The student learning outcomes apply for both the BS and BA degrees in Sociology:

- Students will be able to comprehend and criticize the major theoretical perspectives that inform modern sociological thought. Specifically, students will be able to (a) show what these perspectives have in common and how they differ and (b) critique these different perspectives in terms of their explanatory strengths and weaknesses for purposes of understanding what each reveals and obscures about the subjects of sociological inquiry.
- Students will learn to apply a range of research methods in conjunction with sociological theory in order to explain and analyze complex social relations and organization. Specifically, students will be able to demonstrate that they can: (a) identify, define, and give examples of various methods used in sociological research on contemporary societies, and (b) recognize and interpret research methodologies used in sociological literature.
- Students will learn to apply social analysis to substantive social issues and problems, including such areas as race, gender, power, inequality, and globalization. Specifically, they will be able to apply sociological theories and methods in these substantive areas in order to understand social problems and inform social policy.
- Students will be able to engage in critical thinking about various aspects of social life and organization.

Major Requirements

- Completion of 36 credit hours of sociology coursework is required for the major. All sociology majors will work with a faculty advisor who will assist in the selection of courses to complete academic requirements.
- A minimum grade of C is required in all sociology courses counting toward either the sociology major or the sociology minor.

Specific Requirements for the BA or BS Sociology Major

CORE REQUIREMENTS

SOC	Courses	Titles	Credits
SOC	101	Introduction to Sociology.....	3

SOC	205	Research Methods.....	3
SOC	310	Social & Cultural Theory	3
			TOTAL 9

PLUS

A total of 27 credit hours of sociology electives are required for the major, including a minimum of 18 credit hours of upper-division (300 or 400-level courses) electives. Electives accepted toward the major can include a maximum of 6.0 credit hours of anthropology and/or criminology. These courses must be approved by a sociology faculty advisor.

Sociology Electives

SOC Courses	Titles	
SOC 101	Introduction to Sociology	3
SOC 201	Social Problems.....	3
SOC 203	Criminal Justice System	3
SOC/PSYCH/WS		
231	Marriage & Family Relationships	3
SOC 248	Environmental Sociology	3
SOC 261	Cannabis and Society.....	3
SOC 291	Special Topics	VAR
SOC 302	Collective Behavior and Social Movements	3
SOC 303	Crime and Deviance	3
SOC 304	Race and Crime.....	3
SOC/WS		
305	Crime and Women.....	3
SOC 306	Delinquency & Juvenile Justice	3
SOC 308	Popular Culture.....	3
SOC/ANTHR		
314	Religion, Culture, & Society	3
SOC/ANTHR		
315	Health, Culture, & Society.....	3
SOC/ANTHR		
316	Age, Culture, & Society.....	3
SOC 321	Cross-Cultural Perspective on Crime....	3
SOC 324	Race and Ethnic Relations	3
SOC 325	Gender and Society	3
SOC 326	Social Stratification	3
SOC/PSYCH		
352	Social Psychology.....	3
SOC 354	Urban Sociology	3
SOC 355	Political Sociology.....	3
SOC 357	Immigration.....	3
SOC 358	Film & Society.....	3
SOC 361	Cannabis Policy.....	3
SOC 374	Crime in Film	3
SOC 378	Rock 'n' Roll and Rebellion.....	3
SOC 404	Poverty	3
SOC 405	Law and Society	3
SOC 408	Science, Technology, & the Future.....	3
SOC 418	Crime, Drugs and Social Policy	3
SOC 426	Violence and Rioting.....	3

SOC/HIST/WS		
428	Women and Work.....	3
SOC 432	Organization Theory	3
SOC 448	Emotions in American Culture	3
SOC 450	Soc of Mental Health and Suicide.....	3
SOC 452	Self and Society.....	3
SOC 453	Inside-Out Prisoner Exchange.....	3
SOC 490	Special Projects.....	VAR
SOC 491	Special Topics	VAR
SOC 492	Research.....	VAR
SOC 494	Field Experience.....	VAR
SOC 495	Independent Study	VAR
TOTAL 36		

Specific Requirements for the Sociology Minor

Minors in sociology require a minimum of 20 semester hours, of which six hours must be upper division. SOC 101 is required. No grades below C are accepted toward the minor.

CRIMINOLOGY

Criminology examines the making of laws, the nature and extent of crime and criminality, and efforts to control crime. The criminology program provides students with a strong foundation in sociological theory and research to foster a comprehensive and contextual understanding of crime and justice in society and the capacity to think critically and creatively about what does and doesn't work in current crime control efforts. The organizations and institutions developed to respond to crime, in particular the criminal justice system, will be examined along with the related concepts of law and justice. Courses focus on the social construction or definitions of crime, the causes of crime and delinquency, and on the origin, nature, and consequences of societal reactions to criminal offending, including practices in both public and private justice agencies. Students pursuing careers in traditional criminal justice fields, such as policing, probation & parole, corrections and reintegration, will develop a strong foundation to work and effect social change in these fields. Criminology majors interested in careers in legal advocacy, community activism and social research will have the skills and knowledge enabling them to become transformational leaders in their profession.

The criminology curriculum emphasizes the importance of research-based knowledge, theoretically informed practice, critical analysis and ethical decision-making. Students are strongly encouraged to engage in experiential learning through courses and in the internship program with placements in criminal justice, juvenile justice, victim advocacy, and community-based agencies. The criminology major prepares students for careers in the adult and juvenile justice systems – including law enforcement and criminal investigation, the courts,

probation and parole, corrections, non-profit community based agencies, and victim services – or for graduate and professional programs in criminology, criminal justice, sociology, law, or legal and justice studies.

Students must complete all the major degree requirements. In addition, students must complete the world language requirement as specified in the Academic Policies section of the University Catalog. This requirement includes completion of the second level of a world language or completion of WL 100 and ANTHR/ENG 106, or completion of the second level of American Sign Language.

Student Learning Outcomes

Upon completion of a BA or BS degree in Criminology:

- Students will be able to comprehend and criticize the major theoretical perspectives that inform modern criminological thought. Specifically, students will be able to (a) show what these perspectives have in common and how they differ and (b) critique these different perspectives in terms of their explanatory strengths and weaknesses for purposes of understanding what each reveals and obscures about the subjects of criminological inquiry.
- Students will learn to apply a range of research methods in conjunction with criminological theory in order to explain and analyze complex social relations and organization, including crime, victimization, social control, law enforcement, courts, corrections, and victim services. Specifically, students will be able to demonstrate that they can: (a) identify, define, and give examples of various methods used in criminological research on issues related to crime, law and justice, and (b) recognize and interpret research methodologies used in criminological literature.
- Students will learn to apply social analysis to substantive criminal justice issues and diverse social concerns relevant to law, crime, and justice in contemporary society, including such areas as race, gender, power, inequality, and globalization. Specifically, they will be able to apply criminological theories and methods in these substantive areas in order to understand social problems impacting crime and to inform relevant policy and practice decisions, including crime-specific policy.
- Students will be able to engage in critical thinking about various aspects of social life and organization, with emphasis on deviance, crime, social control, and community and government organizations and institutions that respond to criminal victimization and offending behavior.

Major Requirements

- Completion of 36 credit hours of criminology

coursework is required for the major. All criminology majors will work with a faculty advisor who will assist in the selection of courses to complete academic requirements.

- A minimum grade of C is required in all courses counting toward the criminology major.

Specific Requirements for the BA or BS Criminology Major

CORE REQUIREMENTS

SOC	Courses	Titles	Credits
CRIM	101	Introduction to Criminology	3
CRIM	205	Research Methods.....	3
CRIM	310	Criminological Theory	3

TOTAL 9

PLUS

A total of 27 credit hours of criminology electives are required for the major, including a minimum of 18 credit hours of upper-division electives. Electives accepted toward the major can include a maximum of 6.0 credit hours of anthropology and/or sociology. These courses must be approved by a criminology faculty advisor.

Criminology Electives

CRIM Courses	Titles	Credits
CRIM 203	Criminal Justice System.....	3
CRIM 212	The Forensics of Bones	3
CRIM 261	Cannabis and Society	3
CRIM 291	Special Topics.....	VAR
CRIM 303	Crime and Deviance	3
CRIM 304	Race and Crime	3
CRIM 305	Women and Crime	3
CRIM 306	Delinquency & Juvenile Justice.....	3
CRIM 321	Cross-Cultural Perspective on Crime	3
CRIM 353	Penology	3
CRIM 354	Urban Sociology.....	3
CRIM 357	Immigration	3
CRIM 359	Community Corrections	3
CRIM 361	Cannabis Policy	3
CRIM 374	Crime in Film.....	3
CRIM 405	Law and Society.....	3
CRIM 407	Family Violence.....	3
CRIM 409	Victimology.....	3
CRIM 410	Structural and Elite Crime	3
CRIM 411	Police and Society	3
CRIM 413	Patterns of Homicide.....	3
CRIM 414	Serial Murder	3
CRIM 415	Forensic Criminology	3
CRIM 417	Forensics & Homicide	3
CRIM 418	Crime, Drugs and Social Policy.....	3
CRIM 422	Terrorism and Mass Murder.....	3
CRIM 424	Organized Crime.....	3

CRIM	425	Gangs in Contemporary America	3
CRIM	426	Violence and Rioting	3
CRIM	453	Inside-Out Prisoner Exchange	3
CRIM	455	Hate Crime	3
CRIM	491	Special Topics.....	VAR
CRIM	492	Research.....	VAR
CRIM	494	Field Experience	VAR
CRIM	495	Independent Study	VAR
			TOTAL 36

ANTHROPOLOGY

Anthropology is the study of human societies and cultures across space and time. The Anthropology minor provides students with an informed understanding of the diversity evident in human societies and the concepts by which anthropologists explain these dynamics. The program emphasizes a holistic approach to exploring key questions about human diversity in the past and present, and future and challenges student understanding with the numerous links between the systems of biology and culture. The program prepares students to understand anthropological methods and theories and to apply them to life experiences.

Program Mission

The Anthropology program complements the mission of the Department and the College by focusing on the analysis of the relationship among world cultures, societies, and the features and consequences of human evolution. The mission of the Anthropology minor is to provide a comprehensive and rigorous course of study for students seeking to understand the human cultural and biological experience, as well as to prepare students interested in pursuing graduate work in anthropology or professional degrees in related fields such as, sociology, psychology, criminology, history, business, education, and medicine.

Students pursuing the Anthropology minor will have the opportunity to experience Anthropology's dominant sub disciplines: biological anthropology, cultural anthropology, archaeology and linguistics. Studying in one or more of the four introductory level courses provides a solid grounding in the anthropological perspective, while upper level coursework emphasize more in-depth exploration of a range of topics within the sub disciplines based on historical and theoretical foundations. Upper level electives also provide opportunities for independent study and directed research, which allow students the ability to chart their own course within the minor according to their academic interests.

Anthropology, by nature, is comparative and integrative. Through the variety of courses concerning human evolution, world prehistory, cultural and biological diversity of contemporary humans, students will be taught to

question and examine the significance of ethnocentric beliefs, attitudes, and prejudices and to understand the biological and cultural diversity that characterizes the human species. The program also provides students with the necessary intellectual tools of critical reasoning, and oral and written communication skills, designed to prepare them for life and work in our multi-cultural world.

Program Goals and Objectives

- Provide students with background in the concepts and bodies of knowledge used and produced by anthropologists so students will learn the basic core concepts of anthropology and cite factual evidence to support their arguments on major topics under debate in the discipline.
- Provide students with training on the application of anthropological theory and method, enabling students to demonstrate knowledge of history and contemporary trends in anthropological theory, and the ability to apply theoretical approaches to concrete problems.
- Prepare students to apply anthropological concepts to real world problems and effectively communicate results and to increase students' abilities to think and write critically about anthropological concepts.

Student Learning Outcomes

Upon completion of the Anthropology minor, the student should achieve the following:

- An understanding and appreciation of human biological, archaeological, linguistic, and cultural diversity.
- An understanding of the three main anthropological approaches to the study of humanity: cross-cultural comparison, holism, and evolutionary theory, and the uses of each.
- An ability to understand, describe, and critically assess anthropological/archaeological theories, principles, concepts, and research methods.
- An ability to understand, describe, and critically assess the role of culture and social structures in shaping society and individual lives.
- An ability to critically write and verbally present ideas, critiques, and research within the discipline.

Outcomes Assessment Activities

Assessment of the Anthropology minor is the responsibility of the program faculty.

Anthropology minors' performance on each of the program's student learning outcomes will be assessed on a 2-3 cycle. Assessment results will be used to identify program strengths and to discern areas needing improvement to enhance student performance in relation to the student learning outcomes.

Specific Requirements for the Anthropology Minor

The minor consists of 18 semester credit hours of anthropology courses; ANTHR 100 is required, and six credit hours of anthropology courses must be upper division. Elective courses may be based on student interest. No grades below C are accepted toward the minor.

WOMEN'S STUDIES

Coordinator: Susan Calhoun-Stuber, (719) 549-2979

Mission

The Women's Studies program exists to offer students a different perspective for understanding their disciplines, themselves, and others. Based on feminist theory, this perspective incorporates issues of race, ethnicity, class, sexuality, and other dimensions of human diversity.

Student Learning Outcomes

Students will be able to:

- Demonstrate a working knowledge of women's participation in, contribution to, and transformation of areas of social life including culture, society, politics, economics, and religion.
- Demonstrate a working knowledge of institutionalized discrimination and violence based on gender.
- Demonstrate a critical understanding of gender from national and global perspectives.
- Demonstrate and apply the basic concepts, theories and methods in gender studies in national and global contexts.

Outcome Assessment Activities

- An annual review of student capstone projects is conducted to evaluate the program's goals and student learning outcomes.

Specific Requirements for the Women's Studies Minor

Grades below a C will not be accepted in classes counting toward the minor.

Courses	Titles	Credits
WS 100	Introduction to Women's Studies.....	3
WS 301	Theories of Intersectionality.....	3
Must take one of the following courses.....		
WS/CS 306	La Chicana	3
WS 308	Global Feminisms	
Senior Capstone Experience courses.....		
WS 385	Capstone	3
OR		
WS 490	Special Projects	
OR		
WS 492	Research	
Women's Studies Electives.....		6
		TOTAL 18

WS Electives:

Courses	Titles	Credits
WS/ANTHR/PSYCH/SOC		
105	Understanding Human Diversity.....	3
WS/PSYCH 211	Women and Society.....	3
WS/PSYCH 212	Psychology of Diversity.....	3
WS/NSG 230	Women, Health, and Society.....	3
WS/PSYCH/SOC		
231	Marriage, Family, and Relationships...3	
WS/MCCNM 235	Women and Media.....	3
WS/ENG 241	Women in Literature.....	3
WS/SOC 305	Women and Crime.....	3
WS/CS 306	La Chicana.....	3
WS 308	Global Feminisms.....	3
WS/MCCNM 330	Gender and Film.....	3
WS/ENG/COMR		
335	Gender and Communication.....	3
WS/CS 401	Third World Feminisms.....	3
WS/SOC 407	Family Violence.....	3
WS/HIST/SOC		
428	Women & Work.....	3
WS/SOC 455	Hate Crimes.....	3
WS 485	Capstone.....	3
WS 490	Special Projects.....	Var
WS 291/491	Special Topics (topics vary).....	3
WS 492	Research.....	Var
WS 494	Field Experience.....	Var
WS 498	Internship.....	Var

Cross Listing

Most Women's Studies courses are cross-listed, meaning that the courses can be found in the course listings of both the Women's Studies program and one or more other

academic departments. This is indicated above, for example as WS/HIST/SOC 428, Women and Work, indicating that the course is listed as a Women's Studies course, a History course, and a Sociology course. Students can take the courses by enrolling in a Women's Studies section (call number) or in another department's call number. To encourage breadth in their Women's Studies Minor, students are required to choose electives in different cross-listed disciplines. Students registering for a course for the minor should enroll in the Women's Studies section (call number). A course taken for the Senior Capstone Experience cannot be cross-listed.

Senior Capstone Experience

(WS 485, WS 490, or WS 492)

The Senior Capstone Experience allows the student to bring together women's studies disciplinary knowledge with 1) the major; 2) some other disciplinary perspective; or 3) a practical problem relevant to women's life experiences. The expectation is that in taking WS 490 the student will apply women's studies in a community-based setting. WS 492, Research, can also be approved for the Senior Capstone Experience, but only with the condition that the student presents the research in a public forum to meet the practical application component.

Senior Capstone Experience Prerequisites

The Senior Capstone Experience will be open to students who have declared a WS Minor and have completed all the core requirements, i.e., WS 100, WS 301 and either WS/CS 306 OR WS/CS 308.

Advising

Student should contact the Women's Studies Coordinator by calling (719) 549-2979 or (719) 549-2143.

COLLEGE OF SCIENCE AND MATHEMATICS

Dr. David Lehmpuhl, Dean

Academic Departments

Biology

- Majors: Biology (BS)
Emphasis Areas:
Basic Biology
Biomedical Sciences
Pre-Chiropractic
Pre-Dental
Pre-Medical
Pre Medical Laboratory Science
Pre-Occupational Therapy
Pre-Pharmacy
Pre-Physical Therapy
Pre-Physician Assistant
Pre-Veterinary Medicine
Environmental Biosciences
Cellular and Molecular Biosciences
Biology/Chemistry Double Major
Biology Secondary Certification
Wildlife and Natural Resources (BS)
Emphasis Areas:
Aquatic
Terrestrial
Biology (MS)
Biochemistry (MS)
- Minors: Biology
Professional Biology

Chemistry

- Majors: Chemistry (BS)
Emphasis Areas:
ACS Certified
Basic Chemistry
Biochemistry
Environmental Chemistry
Pre-Medicine
Pre-Pharmacy
Pre-Veterinary
Secondary Teaching Certification
Chemistry (MS)
Biochemistry (MS)
- Minor: Chemistry

Mathematics and Physics

- Majors: Mathematics (BA, BS)
Emphasis Area:
Secondary Certification
Physics (BS)
Emphasis Areas:
Physical Science Secondary Certification
Physics Secondary Certification
- Minors: Computational Mathematics

Mission

The College of Science and Mathematics (CSM) offers quality, competitive Bachelor's and Master's degree programs that prepare graduates for success in professional and graduate programs and for careers in the biological and physical sciences and mathematics. The College also supports a strong general education program by providing core curricula in science and mathematics, for students pursuing careers in the health and environmental sciences, engineering, technology, and teacher education. The CSM provides advanced learning opportunities for students via faculty mentored research projects and internships that promote the discovery of new information and the application of new knowledge. The CSM supports the community, region and related professions through outreach including initiatives that enhance economic development, scientific literacy, and K-12 education.

The College offers BS degree programs in biology, wildlife and natural resources, chemistry, mathematics, and physics, and a BA in mathematics. The BS in chemistry is certified by the American Chemical Society (ACS). The College also offers graduate programs in natural sciences with MS degrees in biochemistry, biology, and chemistry that can be obtained separately or along with the Bachelor's degree in a combined five-year, 3+2 program.

Departments of biology, chemistry, and mathematics/physics provide versatile major programs with select emphasis areas and minors characterized by appropriate solid fundamental science and mathematics curricula, coupled with specialized and often interdisciplinary courses. Emphasis areas within major programs and minors provide preparation for future careers in areas as diverse as medicine, pharmacy, teaching (certification for elementary and secondary), environmental health and technology, computational mathematics, bioinformatics, and many others.

In addition to offering a modern and career-oriented curriculum, academic programs provide opportunities for faculty-directed undergraduate and master-level research, and internships with local companies, government laboratories and agencies. These experiences are critical to applied student learning and significantly enhance the success of graduates in gaining employment and acceptance into graduate and professional programs at the regional, state and national levels.

Academic programs in the College are housed in three buildings, totaling over 149,000 gross square feet including a technology enhanced infrastructure to deliver state-of-the-art instruction in both lecture and laboratory

environments. Programs incorporate use of an impressive collection of advanced instrumentation, equipment, and software in the curriculum, providing graduates advanced skills and a competitive edge within respective professions in our modern and technologically advanced society.

MASTERS DEGREE IN BIOLOGY 3+2 PLAN (BS/MS)

A feature of the Biology MS program is the 3+2 plan which gives qualified advanced-level undergraduate students the opportunity to simultaneously pursue both the Baccalaureate (BS) and Master of Science (MS) degrees. With this plan, students are moved quickly toward expanding their academic and scientific horizons based on the student's abilities and personal motivation. Students in the 3+2 plan are expected to successfully complete the requirements for both the BS and MS degrees by the end of their fifth year in college. Students are simultaneously awarded both the BS and MS degrees in five years, thus shortening the normal time to receive both degrees from six years to five years. They must apply and be admitted into the Biology MS program by the Spring semester of their junior year (preferred) or by the start of the Fall semester of the senior year and meet the course requirements listed below. Students applying to the 3+2 plan must have a minimum 3.0 overall GPA and a minimum 3.25 GPA in their biology coursework.

The application file for admission to the 3+2 plan must include:

1. A completed Biology MS application form;
2. A CSU-Pueblo transcript;
3. Two letters of recommendation from CSU-Pueblo faculty;
4. A statement of research interests; and
5. Satisfactory combined GRE scores above 300 (students may be admitted into the 3+2 program before taking the GRE; however, they must submit satisfactory GRE scores by the last day of finals at the end of their first semester in the 3+2 Biology MS program to remain in the program).

Before being admitted to the 3+2 plan, students are expected to have completed or be enrolled in the following course work.

Courses	Titles
BIOL 301/L	General Microbiology + Lab
BIOL 350	Mendelian and Population Genetics
BIOL 351	Molecular Biology and Genetics
CHEM 302/L	Organic Chemistry II + Lab
PHYS 202/L	Principles of Physics II + Lab
MATH 156	Introductions to Statistics
	OR
MATH 221	Applied Calculus: An Intuitive Approach

BIOLOGY DEPARTMENT

Department Chair: Moussa M. Diawara

Faculty: Caprioglio, Gabaldón, Garcia-Costas, Martinez, Ramos, Sandmeier, Smith, Steel, Vanden Heuvel

The major in biology leads to a Bachelor of Science (BS) Degree. The biology major is sufficiently flexible for students to prepare for a wide variety of professional careers. Carefully supervised career planning is a fundamental strength of the program.

The student majoring in biology may plan to enter the workplace upon graduation or continue study in graduate or professional school. Biomedical Sciences emphasis encompasses prep for pre-professional programs including: pre-chiropractic, pre-optometry, pre-physical therapy, pre-occupational therapy, pre-pharmacy, pre-physician assistant, pre-podiatric medicine, pre-veterinary medicine, pre-dentistry, pre-medicine or pre-osteopathic medicine. Frequently, pre-professional study involves a combination of majors or a major and minor. For example, many pre-medical students choose a double major in biology and chemistry.

Each of the pre-professional programs has an adviser who can provide detailed and current information about the undergraduate work which the student should pursue to provide the foundation necessary for later entry into a professional school. The student should contact the specialized adviser as early as possible. A list of advisers is available in the departmental office (LS 210).

Biology majors also may seek teacher certification at the secondary level. Interested students may obtain a written description of specific degree requirements from the appropriate education and biology advisers. Biology students who are considering attending graduate school should take one year of a world language and should plan to take the Graduate Record Examination during the senior year.

The biology department offers several emphasis areas:

- Basic Biology
- Biomedical Science
 - Pre-Chiropractic
 - Pre-Dental
 - Pre-Medical (including Osteopathic, Podiatric and Optometric)
 - Pre-Medical Laboratory Science
 - Pre-Occupational Therapy
 - Pre-Pharmacy
 - Pre-Physical Therapy
 - Pre-Physician Assistant
 - Pre-Veterinary Medicine

- Environmental Biosciences
- Cellular and Molecular Biosciences (Including Forensics & Bioinformatics)
- Biology/Chemistry Double Major
- Biology Secondary Certification

Department Goals

- To prepare students to become productive, accountable and responsible employees upon entering the work force;
- To prepare students to enter and succeed in graduate or professional schools;
- To develop in students a broad-based theoretical foundation supplemented by laboratory and field experience that allow individual observations, interpretations and applications; and
- To allow those students seeking a minor in biology to supplement and strengthen the major field of study.

Expected Student Outcomes

- Students will develop a broad-based knowledge of concepts and terminology in molecular, cellular, organismal, and ecological biology.
- Students will develop a supporting knowledge of concepts and terminology in the related fields of mathematics, physics, and chemistry.
- Students will develop skills in reading and interpreting the scientific literature and in presenting a synthesis of it accurately in oral and written form.
- Students will demonstrate critical thinking and problem solving skills using experimental design and the scientific method.
- Students will evaluate the scientific validity of information and ideas.

Outcomes Assessment Activities

Assessment of students' improvement in intellectual skills, knowledge and capacities from entrance to graduation will be accomplished through the use of several tools. Exams and course assignments will be used as one measure of the student's proficiency in writing skills, acquisition of knowledge, communication, problem solving and laboratory skills. All majors will take a Senior Seminar that requires scientific literature interpretation along with oral and written presentations evaluated by peers and department faculty. Seniors will also take the Biology Major Field Test, which measures Colorado State University-Pueblo students' content knowledge and analytical skills against national norms.

General Requirements

- Students majoring in biology must receive a grade of C or better (2.000) in all core biology courses.

- Students graduating with a BS in biology must have at least a cumulative GPA of 2.000 in the major area. A cumulative GPA of 2.600 in the major area is required for admission to the teacher education program.
- Transfer students are required to earn a minimum of 15 semester credit hours in approved Biology upper division courses from CSU-Pueblo, including BIOL 493 (Seminar), for graduation with a BS degree in Biology.
- A maximum of 6 semester credit hours of approved upper division CHEM courses may be applied towards approved upper division biology electives.
- A maximum of 6 semester credit hours of approved upper division WANR courses may be applied towards approved upper division biology electives.
- Graduates are encouraged to complete a minor outside the biology department.

Core Requirements for the Biology Major

BIOL Courses	Titles	Credits
BIOL 171	First Year Seminar.....	1
BIOL 181/L	College Biology I/Organismal Bio/Lab ..	4
BIOL 182/L	College Biology II/Cellular Bio/Lab	4
BIOL 201/L	Botany/Lab OR	
BIOL 202/L	Zoology/Lab.....	4
BIOL 301/L	General Microbiology/Lab.....	5
BIOL 350	Mendelian & Population Genetics.....	2
BIOL 351	Molecular Biology and Genetics	2
BIOL 352	Evolutionary Biology and Ecology	3
BIOL 412/L	Cellular Biology/Lab OR	
BIOL 413/L	Plant Physiology/Lab OR	
BIOL 414/L	Vertebrate Physiology/Lab	4
BIOL 493	Seminar	1
		TOTAL 30

• **Basic Biology Emphasis**

Required Biology Core Courses.....	30
Adviser-Approved Upper Division Biology	
Electives.....	15
TOTAL 45	

Required Support Courses

Courses	Titles	Credits
CHEM 121/L	General Chemistry I/Lab.....	5
CHEM 122/L	General Chemistry II/Lab.....	5
CHEM 301/L	Organic Chemistry I/Lab.....	5
CHEM 302/L	Organic Chemistry II/Lab.....	5
MATH 156	Introduction to Statistics	3
MATH 221	Applied Calculus: An Intuitive Approach	4

PHYS	201/L	Principles of Physics I/Lab AND	
PHYS	202/L	Principles of Physics II/Lab.....	8
		OR	
PHYS	221/L	General Physics I/Lab AND	
PHYS	222/L	General Physics II/Lab.....	10
COMR	103	Speaking and Listening (H)	3
			TOTAL 38-40

Institutional and General Education21
 General Electives14-16

Total credit hours120

• **Biomedical Sciences Emphasis**

This emphasis includes pre-professional programs: Chiropractic, Dental, Medical, Medical Laboratory Science, Occupational Therapy, Pharmacy, Physical Therapy, Physician Assistant, and Veterinary Medicine.

See Basic Biology Emphasis above and consult with academic adviser for other requirements. Electives vary with professional area.

Students seeking to major in Nutrition can complete five terms of coursework at CSU-Pueblo. Articulation agreements are in place for transfer to undergraduate programs in Nutrition.

• **Environmental Biosciences Emphasis**

This emphasis includes Pre-Ecology and Pre-Forestry/wildlife.

Basic Biology Emphasis above with these required electives:

BIOL Courses	Titles	Credits
Biology Required Core with BIOL 201/L and 202/L.....		34
Approved Upper Division Biology Electives.....		11

Upper Division Biology Electives must include:

At least **two** Ecology/Environmental courses from the following list:..... 7-8 credits

BIOL	443/L	Limnology/Lab	4
BIOL	453/L	Ecology/Lab.....	4
BIOL	454	Behavioral Ecology.....	3
BIOL	461	Applied Geospatial Technology (GIS/GPS)	3
BIOL	462	Environmental Policy & Management	3

BIOL	465	Environmental Toxicology	3
BIOL	486	Field Botany.....	3

At least **one** Taxonomy course from the following list 3-4 credits

BIOL	479/L	Ichthyology/Lab	3
BIOL	481/L	Entomology/Lab.....	3
BIOL	482/L	Herpetology/Lab	3
BIOL	483/L	Mammalogy/Lab	3
BIOL	484/L	Ornithology/Lab	3
BIOL	485/L	Plant Taxonomy/Lab.....	4

TOTAL 48

Consult with academic adviser for other requirements, which vary with emphasis.

• **Cellular and Molecular Biosciences Emphasis**

This emphasis includes Cellular & Molecular, Bioinformatics, and Medical Technology. Also prepares students for careers in forensics. Consult with academic adviser for specific requirements.

Cellular and Molecular

Basic Biology Emphasis above with these required elective courses:

Courses	Titles	Credits
Biology required core with BIOL 412/L.....		30
BIOL 351L	Advanced Genetics & Molecular Biology Lab.....	2
CHEM 311	Survey of Biochemistry OR	
CHEM 411	Biochemistry I.....	3
Adviser approved Upper Division Biology Electives.....		10
		TOTAL 45

• **Biology/Chemistry Double Major Emphasis**

Courses	Titles	Credits
Required Biology core with BIOL 493 or CHEM 493, Seminar		30
Adviser Approved Biology electives		10
		TOTAL 40

Required Support Courses

Courses	Titles	Credits
MATH 126	Calculus & Analytic Geometry I	5
MATH 224	Calculus & Analytic Geometry II	5

PHYS	201/L	Principles of Physics I/Lab AND	
PHYS	202/L	Principles of Physics II/Lab.....	8
		OR	
PHYS	221/L	General Physics I/Lab AND	
PHYS	222/L	General Physics II/Lab.....	10
COMR	103	Speaking and Listening (H)	3
<hr/>			
TOTAL			21-23

GEOL	101/L	Earth Science/Lab	4
MATH	221	Applied Calculus: An Intuitive Approach	4
PHYS	201/L	Principles of Physics I/Lab.....	4
PHYS	202/L	Principles of Physics II/Lab.....	4

TOTAL 65-68

Education Minor 34

Institutional and General Education to include the following courses: 24

Chemistry Core

Courses	Titles	Credits	
CHEM 121/L	General Chemistry I/Lab.....	5	
CHEM 122/L	General Chemistry II/Lab.....	5	
CHEM 221/L	Inorganic Chemistry/Lab.....	4	
CHEM 301/L	Organic Chemistry I/Lab	5	
CHEM 302/L	Organic Chemistry II/Lab	5	
CHEM 317/L	Quantitative Analysis/Lab	5	
CHEM 321	Physical Chemistry I	3	
CHEM 322	Physical Chemistry II	3	
CHEM 419/L	Instrumental Analysis/Lab.....	5	
<hr/>			
TOTAL			40

Institutional and General Education21

Total credit hours.....122-124

• **Biology Secondary Certification Emphasis**

Courses	Titles	Credits
BIOL 181/L	College Biology I/Organismal Bio/Lab ..	4
BIOL 182/L	College Biology II/Cellular Bio/Lab.....	4
BIOL 201/L	Botany/Lab OR	
BIOL 202/L	Zoology/Lab	4
BIOL 350	Mendelian & Population Genetics.....	2
BIOL 351	Molecular Biology and Genetics	2
BIOL 206/L	Intro to Microbiology/Lab OR	
BIOL 301/L	General Microbiology/Lab.....	4-5
BIOL 223/L	Human Physiology & Anatomy I/Lab OR	
BIOL 224/L	Human Physiology & Anatomy II/Lab OR	
BIOL 414/L	Vertebrate Physiology/Lab.....	4
BIOL 352	Evolutionary Biology and Ecology.....	3
BIOL 378	Laboratory in Teaching Biology	1
Biology	Upper Division Field Elective/Lab	3-4
Approved Biology	Upper Division Elective/Lab	3
BIOL 493	Seminar	1
CHEM 121/L	General Chemistry I/Lab.....	5
CHEM 122/L	General Chemistry II/Lab.....	5
CHEM 211/L	Intro to Organic Chemistry/Lab OR	
CHEM 301/L	Organic Chemistry I/Lab	4-5

PSYCH 151	Human Development OR
PSYCH 251	Childhood and Adolescence
COMR 103	Speaking and Listening (grade of B or better required)

Total credit hours.....123-126

• **Elementary Teaching**

See Liberal Studies with Science Emphasis

Institutional and General Education

Please refer to the General Education Requirements in the *Academic Policies* section of this catalog or refer to your individual department's curriculum sheet.

Specific Requirements for the Professional Biology Minor

Courses	Titles	Credits	
BIOL 181/L	College Biology I/Organismal Bio/Lab ..	4	
BIOL 182/L	College Biology II/Cellular Bio/Lab	4	
Approved Biology	Electives.....	2	
Approved Upper-division	Electives.....	10	
<hr/>			
TOTAL			20

Specific Requirements for the General Biology Minor

Approved Lower-division	Electives.....	12	
Approved Upper-division	Electives.....	8	
<hr/>			
TOTAL			20

Experiential Opportunities

There are many opportunities to participate in experiences that will complement and reinforce a student's academic experience. The activities may be either on- or off-campus and may be used to develop leadership and interpersonal skills. The faculty of the biology department actively encourages student participation in such activities.

Wildlife and Natural Resources Program

Faculty: Caprioglio, Diawara, Gabaldón, Garcia-Costas, Martinez, Ramos, Sandmeier, Smith, Steel, Vanden Heuvel

The major of wildlife and natural resources leads to a Bachelor of Science (BS) Degree. In addition, supporting courses and general education courses in biology are available to meet a wide range of interests, backgrounds and needs. The Wildlife and Natural Resources Program emphasizes an understanding of fish and wildlife ecology and management with practical skills obtained during laboratory and field exercises. Graduates are prepared for positions with state and federal agencies, tribal departments, and conservation organizations or higher academic degrees. Carefully supervised career planning is provided to all students.

The wildlife and natural resources program offers Aquatic and Terrestrial emphasis areas, with curriculum for each meeting the certification requirements of the American Fisheries Society (AFS) or The Wildlife Society (TWS), respectively.

Program Goals

- To provide students with the necessary background to successfully pursue graduate study towards a professional career in wildlife and natural resources;
- To prepare students upon graduation to enter field positions in government or private industry; and,
- To supply students with the necessary coursework to obtain professional certification as associate fishery or wildlife biologists.

Expected Student Outcomes

- Students will know the taxonomy, ecology and natural history of flora and fauna in southern Colorado and the desert southwest.
- Students will know the principles and concepts of fish and wildlife science and how they are used to make informed decisions on difficult management decisions.
- Students will use contemporary tools and techniques for studying fish and wildlife, habitat, and ecosystem processes.
- Students will be familiar with laws, policies, regulations and administrative processes that dictate how wildlife and natural resources are held in trust for the public.
- Students will develop communication and interpersonal skills to enhance their working relations with co-workers, other wildlife professionals, the public and non-governmental organizations,

landowners, hunters and anglers, and other natural resources interests.

- Students will develop skills in reading and interpreting the scientific literature and in presenting a synthesis of it accurately in oral and written form.
- Students will demonstrate critical thinking and problem solving skills using experimental design and the scientific process.

Outcomes Assessment Activities

Assessment of students' improvement in intellectual skills, knowledge and capacities from entrance to graduation will be accomplished through the use of several tools. Exams and course assignments will be used as one measure of the student's proficiency in writing skills, acquisition of knowledge, communication, problem solving, and laboratory and field skills. All majors will take a Senior Seminar requiring scientific literature interpretation along with oral and written presentations evaluated by peers and department faculty. Students performing at a high academic level will be strongly encouraged to take the Graduate Record Examination (GRE) to prepare for graduate study.

General Requirements

- Students majoring in wildlife and natural resources must receive a grade of C or better (2.000) in all core biology and wildlife and natural resources courses.
- Students graduating with a BS in wildlife and natural resources must have at least a cumulative GPA of 2.000 in the major area.
- Transfer students are required to earn a minimum of 15 semester credit hours in approved biology and wildlife and natural resources upper division courses from CSU-Pueblo, including BIOL 493 (Seminar), for graduation with a BS degree in wildlife and natural resources.
- Students are strongly encouraged to complete an internship or temporary employment in a natural resources discipline prior to graduation.

Specific Requirements for the Terrestrial Emphasis

Biology Courses

BIOL Courses	Titles	Credits
BIOL 171	First Year Seminar.....	1
BIOL 181/L	College Biology I/Organismal Bio/Lab ..	4
BIOL 182/L	College Biology II/Cellular Bio/Lab	4
BIOL 201/L	Botany/Lab	4
BIOL 202/L	Zoology/Lab.....	4
BIOL 352	Evolutionary Biology and Ecology	3
WANR 302	Principles of Wildlife Management.....	3
WANR 402	Management of Endangered Species ..	3
BIOL 493	Seminar	1

TOTAL 27

Required Support Courses

Courses	Titles	Credits
CHEM 121/L	General Chemistry I/Lab.....	5
CHEM 211/L	Principles of Organic Chem/Lab.....	4
MATH 156	Intro to Statistics.....	3
MATH 221	Applied Calculus.....	4
COMR 103	Speaking and Listening.....	3
TOTAL		19

Support Course Electives must include:

At least **one** science course from the following list:

PHYS 201/L	Principles of Physics/Lab.....	4
GEOL 101/L	Earth Science/Lab.....	4

At least **one** communications course from the following list:

BUSAD 270	Business Communications.....	3
COMR 212	Argumentation.....	3
COMR 221	Interpersonal Communication.....	3
COMR 335	Gender and Communication.....	3
COMR 350	Communicating in Professions.....	3
ENG 204	Introduction to Rhetoric.....	3
ENG 302	Grant Writing.....	3
ENG 303	Advanced Composition.....	3
ENG 305	Technical & Scientific Report Writing....	3
ENG 345	Intercultural Communication.....	3
MCCNM 201	Introduction to Journalism.....	3
REC 381	Environmental Interpretation.....	3

At least **one** additional MATH course in the 100 level or above:

MATH 550	Statistical Methods.....	3
TOTAL		10-12

Upper Division Electives must include:

At least **two** terrestrial vertebrate courses from the following list:

BIOL 482/L	Herpetology/Lab.....	3
BIOL 483/L	Mammalogy/Lab.....	3
BIOL 484/L	Ornithology/Lab.....	3

At least **one** zoology course from the following list:

BIOL 321/L	Comparative Vertebrate Anatomy/Lab..	5
BIOL 414/L	Vertebrate Physiology/Lab.....	4
BIOL 441/L	Freshwater Invertebrate Zoology/Lab...4	4
BIOL 454	Behavioral Ecology.....	3
BIOL 479/L	Ichthyology/Lab.....	3
BIOL 481/L	Entomology/Lab.....	3
BIOL 482/L	Herpetology/Lab.....	3
The third of the terrestrial vertebrate courses above.....		3

At least **one** botany course from the following list:

BIOL 413/L	Plant Physiology/Lab.....	4
BIOL 485/L	Plant Taxonomy/Lab.....	4

BIOL 486/L	Field Botany.....	3
------------	-------------------	---

At least **two** policy and administration courses from the following list:

BIOL 462	Environmental Policy & Management...3	3
REC 482	Sustainable Practices.....	3
WANR 303	Nat Resources Policy & Administration 3	3
WANR 304	Human Dimensions in Nat Res Mgmt...3	3

Advisor-Approved Upper Division Electives.....9-12
Recommended:

BIOL 454/L	Ecology/Lab.....	4
BIOL 461	Applied Geospatial Tech (GIS/GPS) ....3	3
BIOL 479/L	Ichthyology/Lab.....	3

TOTAL 30

Wildlife and Natural Resources Core (Terrestrial).....	27
Support Courses.....	29-31
Approved Upper Division Electives.....	30
Institutional and General Education.....	21
General Electives.....	11-13

Total credit hours..... 120

Specific Requirements for the Aquatic Emphasis

Wildlife and Natural Resources Core (Aquatic)

BIOL Courses	Titles	Credits
BIOL 171	First Year Seminar.....	1
BIOL 181/L	College Biology I/Organismal Bio/Lab..4	4
BIOL 182/L	College Biology II/Cellular Bio/Lab.....4	4
BIOL 201/L	Botany/Lab.....	4
BIOL 202/L	Zoology/Lab.....	4
BIOL 350	Mendelian and Pop Genetics.....	2
BIOL 352	Evolutionary Biology and Ecology.....	3
WANR 303	Nat Res Policy Admin.....	3
WANR 304	Hum Dim Nat Res Mgmt.....	3
BIOL 493	Seminar.....	1

TOTAL 29

Support Courses

Courses	Titles	Credits
CHEM 121/L	General Chemistry I/Lab.....	5
CHEM 211/L	Principles of Organic Chem/Lab.....	4
PHYS 201/L	Principles of Physics/Lab.....	4
GEOL 101/L	Earth Science/Lab.....	4
MATH 156	Intro to Statistics.....	3
MATH 221	Applied Calculus.....	4
COMR 103	Speaking and Listening.....	3
AND		

At least **one** communications course from the following list:

BUSAD 270	Business Communications.....	3
COMR 212	Argumentation.....	3
COMR 221	Interpersonal Communication.....	3
COMR 335	Gender and Communication.....	3

COMR	350	Communicating in Professions	3
ENG	204	Introduction to Rhetoric.....	3
ENG	302	Grant Writing	3
ENG	303	Advanced Composition.....	3
ENG	305	Technical & Scientific Report Writing....	3
ENG	345	Intercultural Communication	3
MCCNM	201	Introduction to Journalism.....	3
REC	381	Environmental Interpretation	3

TOTAL 30

Upper Division Electives must include:

BIOL	441/L	Freshwater Invert Ecology/Lab	4
BIOL	443/L	Limnology/Lab	4
BIOL	453	Ecology/Lab.....	4
BIOL	479/L	Ichthyology/Lab.....	3
WANR	401/L	Fisheries Science/Lab	3
Advisor-Approved Upper Division Electives			10

TOTAL 28

Wildlife and Natural Resources Core (Terrestrial).....	29
Support Courses.....	30
Approved Upper Division Electives	28
Institutional and General Education	21
General Electives	12

Total credit hours.....120

MASTERS DEGREE IN CHEMISTRY 3+2 PLAN (BS/MS)

A feature of the Chemistry MS program is the 3+2 plan. This plan gives qualified undergraduate students the opportunity to simultaneously pursue both the Baccalaureate (BS) and Master of Science (MS) degrees. Talented students are thus quickly moved toward expanding their academic and scientific horizons based on individual student's abilities and motivation.

Students in the 3+2 program are expected to successfully complete the requirements for both the BS and MS degree in five academic years. This is shorter than the typical six years that are necessary to complete BS and MS programs independently. Students must apply to the 3+2 program during the Spring semester of their junior year or the Fall semester of their senior year and meet the course requirements listed below. Students applying to the 3+2 program must have a minimum 3.0 overall GPA and a minimum 3.25 GPA in their chemistry courses.

The application file for admission to the Chemistry MS 3+2 plan must include:

1. A completed Chemistry MS application form;
2. A CSU-Pueblo Transcript;

3. Three letters of recommendation from CSU-Pueblo faculty; and
4. Combined GRE scores above 300 (students may be admitted into the 3+2 program before taking the GRE; however, they must submit satisfactory GRE scores by the last day of finals at the end of their first semester in the 3+2 Chemistry MS program to remain in the program).

Prior to being admitted to the Chemistry MS 3+2 plan, students must have completed or be in the process of taking the following courses:

Courses	Titles
CHEM 121/L	General Chemistry I + Lab
CHEM 122/L	General Chemistry II + Lab
CHEM 301/L	Organic Chemistry I + Lab
CHEM 302/L	Organic Chemistry II + Lab
CHEM 221/L	Inorganic Chemistry + Lab OR
CHEM 421	Advanced Inorganic Chemistry
PHYS 221/L	General Physics I + Lab
PHYS 222/L	General Physics II + Lab
MATH 224	Calculus & Analytical Geometry II

All other requirements, including core courses, for the 3+2 plan are the same as for the regular Chemistry MS program plan. Stacked courses taken by the 3+2 plan students as 400 level courses may be acceptable as electives to meet the minimum program course load requirements with the permission of the specific course instructor and Chemistry MS Program Director. It is expected that students take any 400/500 level courses at the 500 level once they are enrolled in the 3+2 program plan. Students admitted under the 3+2 plan may chose either the thesis or non-thesis (internship) program option.

Additional information about the Chemistry MS program and its requirements is found in the Graduate Programs in Natural Sciences section listed in the *Graduate Programs* section of the catalog.

MASTERS DEGREE IN BIOCHEMISTRY 3+2 PLAN (BS/MS)

A feature of the Biochemistry MS program is the 3+2 plan. This plan gives qualified undergraduate students the opportunity to simultaneously pursue both the Baccalaureate (BS) and Master of Science (MS) degrees. Talented students are thus quickly moved toward expanding their academic and scientific horizons based on individual student's abilities and motivation.

Students in the 3+2 program are expected to successfully complete the requirements for both the BS and MS degree in five academic years. This is shorter than the typical six years that are necessary to complete BS and MS

programs independently. Students must apply to the 3+2 program during the Spring semester of their junior year or the Fall semester of their senior year and meet the course requirements listed below. Students applying to the 3+2 program must have a minimum 3.0 overall GPA and a minimum 3.25 GPA in their chemistry and biology courses.

The application file for admission to the Biochemistry MS 3+2 plan must include:

1. A completed Biochemistry MS application form;
2. A CSU-Pueblo Transcript;
3. Three letters of recommendation from CSU-Pueblo faculty; and
4. Combined GRE scores above 300 (students may be admitted into the 3+2 program before taking the GRE; however, they must submit satisfactory GRE scores by the last day of finals at the end of their first semester in the 3+2 Biochemistry MS program to remain in the program).

Prior to being admitted to the Biochemistry MS 3+2 plan, students must have completed or be in the process of taking the following courses:

Courses	Titles
CHEM 121/L	General Chemistry I + Lab
CHEM 122/L	General Chemistry II + Lab
CHEM 301/L	Organic Chemistry I + Lab
CHEM 302/L	Organic Chemistry II + Lab
BIOL 301/L	General Microbiology + Lab
BOL 351	Molecular Biology and Genetics
MATH 224	Calculus & Analytical Geometry II
	OR
MATH 156	Introduction to Statistics
	AND
PHYS 202/L	Principles of Physics II + Lab
	OR
PHYS 222/L	General Physics II + Lab

All other requirements, including core courses, for the 3+2 plan are the same as for the regular Biochemistry MS program plan. Stacked courses taken by the 3+2 plan students as 400 level courses may be acceptable as electives to meet the minimum program course load requirements with the permission of the specific course instructor and Biochemistry MS Program Director. It is expected that students take any 400/500 level courses at the 500 level once they are enrolled in the 3+2 program plan.

Additional information about the Biochemistry MS program and its requirements is found in the Graduate Programs in Natural Sciences section listed in the Graduate Programs in Natural Sciences section listed in the *Graduate Programs* section of the catalog.

CHEMISTRY DEPARTMENT

Department Chair: Chad Kinney

Faculty: Bonetti, Cranswick, Dillon, Druelinger, Farrer, Proctor, Velasco

The major in chemistry leads to a Bachelor of Science (BS) Degree and the chemistry curriculum is certified by the American Chemical Society.

The chemistry department provides intellectual and professional training for students in the field of chemistry and in support of the American Chemical Society charter "to encourage in the broadest and most liberal manner the advancement of chemistry in all its branches; the promotion of research in chemical science and industry, the improvement of the qualifications and usefulness of chemists through high standards of education to promote scientific interests and inquiry."

Chemistry is a foundation science for many professions. Graduates with degrees in chemistry find employment in such diverse areas as biotechnology, health sciences, forensic science, agricultural and environmental fields, transportation industries, the semi-conductor industry, teaching and research.

Consequently, the chemistry department provides students with a number of diverse programs to assure each student versatility and a sound education in the fundamental areas of modern chemistry.

In addition to curricula for students who wish to pursue chemistry as a profession, programs can be designed for pre-professional areas including pre-pharmacy, pre-medicine, pre-dentistry and pre-veterinary medicine.

A core curriculum for the major exists and many emphasis areas are open to students to combine other interests with a major in chemistry. For example, while medical schools do not mandate any particular major for entering students, biology and chemistry have been the leading majors of students entering medical school. The requirements for a pre-medicine/chemistry major are the same as for the chemistry major emphasis.

Additionally, the student must complete specific courses required by the medical schools to which they are applying. It is recommended that pre-medical and other pre-professional students coordinate the program with the appropriate pre-professional adviser, as well as the chemistry adviser, to assure that specific course requirements are completed.

Program Goals

- To prepare graduates in the discipline of chemistry to become productive members of the profession whether they go on to industry, post-graduate education or other areas.
- To prepare students in the verbal, written and quantitative skills that are prerequisites to advanced study or careers in chemistry.
- To prepare students in the theoretical principals of chemistry as well as in the laboratory approach to problem solving.
- To maintain approval of the chemistry curriculum as defined by the American Chemical Society, Committee on Professional Training.
- To provide the opportunity for a variety of educational programs through the following:
 - 1) Basic Chemistry
 - 2) ACS Certified Curriculum
 - 3) Biochemistry
 - 4) Environmental Chemistry
 - 5) Chemistry/Teacher Certification
 - 6) Double Major
 - 7) Chemistry Minor

Expected Student Outcomes

Chemistry graduates are expected to:

- Understand the concept of and be able to apply the scientific method to problem solution;
- Understand classifications of chemical compounds, general reaction types and quantitative aspects of stoichiometry as applied to chemical reactions;
- Apply basic knowledge of related fields such as mathematics and physics to problem solving, methods of analysis and use of numerical data in the chemical sciences;
- Demonstrate a knowledge of basic laboratory skills, methods and equipment used in chemistry for observation and analysis of chemical systems;
- Read, think and write critically and review current literature in the chemical sciences; and
- Exhibit a comprehensive knowledge of the fundamental theories, concepts and skills necessary in the chemical sciences.

General Requirements

- Students majoring or minoring in chemistry are required to have a cumulative GPA of 2.000 or better in their chemistry courses. In addition, students majoring or minoring in chemistry must receive a grade of "C" or better in all core chemistry courses. Students minoring in chemistry are required to earn a grade of "C" or better in all of the chemistry courses

applying to the minor.

- Proficiency in physics, math and computer science is essential for understanding and applying chemical principles; therefore, graduates must complete approved math and physics courses with an overall GPA of 2.000 or better.
- Transfer students are required to earn a minimum of 20 semester credit hours in approved chemistry courses from CSU-Pueblo for graduation with a BS degree in chemistry. Transfer students wishing to minor in chemistry must earn a minimum of 10 of the 20 credit hours required at CSU-Pueblo.
- Students will be required to take an exit examination during the senior year, covering the undergraduate chemistry curriculum.

Specific Requirements

The following common core is required for all of the chemistry emphasis areas for the Bachelor of Science Degree:

CHEM Courses	Titles	Credits
CHEM 121/L	General Chemistry I/Lab.....	5
CHEM 122/L	General Chemistry II/Lab.....	5
CHEM 221/L	Inorganic Chemistry/Lab.....	4
CHEM 301/L	Organic Chemistry I/Lab	5
CHEM 302/L	Organic Chemistry II/Lab.....	5
CHEM 317/L	Quantitative Analysis/Lab.....	5
CHEM 321	Physical Chemistry I.....	3
CHEM 322	Physical Chemistry II.....	3
CHEM 419/L	Instrumental Analysis/Lab	5
CHEM 493	Seminar.....	1
TOTAL		41

All emphasis areas for the chemistry major also require completion of the following institutional and general education requirements.

Institutional and General Education

Please refer to the General Education Requirements in the *Academic Policies* section of this catalog or refer to your individual department's curriculum sheet.

Requirements for the Specific Emphasis Areas

- **Basic Chemistry Emphasis**

Courses	Titles	Credits
Required Chemistry Core.....		41
CHEM 323	Experimental Physical Chemistry	2
Approved Chemistry Electives		4

CHEM 311	Survey of Biochemistry OR	
CHEM 411	Biochemistry I	3
		TOTAL 50

Other Required Courses

Courses	Titles	Credits
MATH 126	Calculus & Analytic Geometry I	5
MATH 224	Calculus & Analytic Geometry II	5
PHYS 221/L	General Physics I/Lab.....	5
PHYS 222/L	General Physics II/Lab.....	5
		TOTAL 20
Institutional and General Education Courses		24
Free Electives		26
		TOTAL 50

Total credit hours.....120

• **ACS Certified Emphasis**

Courses	Titles	Credits
Required Chemistry Core.....		41
CHEM 323	Experimental Physical Chemistry	2
CHEM 411	Biochemistry I	3
CHEM 421	Advanced Inorganic Chemistry.....	3
CHEM 492	Research	1
Approved Chemistry Electives		6
		TOTAL 56

Other Required Courses

Courses	Titles	Credits
MATH 126	Calculus & Analytic Geometry I	5
MATH 224	Calculus & Analytic Geometry II	5
PHYS 221/L	General Physics I/Lab.....	5
PHYS 222/L	General Physics II/Lab.....	5
		TOTAL 20
Institutional and General Education		24
Free Electives		20
		TOTAL 44

Total credit hours.....120

• **Biochemistry Emphasis**

Courses	Titles	Credits
Required Chemistry Core.....		41
CHEM 411	Biochemistry I	3
CHEM 412/L	Biochemistry II/Lab	5

Approved Chemistry Elective 3
(CHEM 492 or 495 strongly suggested)

TOTAL 52

Other Required Courses

Courses	Titles	Credits
BIOL 181/L	College Biology I/Organismal Bio/Lab ..	4
BIOL 182/L	College Biology II/Cellular Bio/Lab	4
BIOL 301/L	General Microbiology/Lab.....	5
BIOL 350	Mendelian and Population Genetics	2
BIOL 351/L	Molecular Biology and Genetics/Lab	4
BIOL 412/L	Cellular Biology/Lab.....	4
MATH 126	Calculus & Analytic Geometry I	5
MATH 224	Calculus & Analytic Geometry II	5
PHYS 221/L	General Physics I/Lab	5
PHYS 222/L	General Physics II/Lab	5
		TOTAL 43

Institutional and General Education 24
Free Electives 1

Total credit hours..... 120

• **Environmental Chemistry Emphasis**

Courses	Titles	Credits
Required Chemistry Core.....		41
CHEM 125/L	Environmental Science/Lab	4
CHEM 311	.....	3
CHEM 425/L	.....	5
Approved Chemistry Elective		4
(research courses CHEM 292, 492 or Math 156 are encouraged elective options)		

TOTAL 57

Other Required Courses

Courses	Titles	Credits
MATH 126	Calculus I.....	5
MATH 224	Calculus II.....	5
PHYS 221/L	General Physics I/Lab	5
PHYS 222/L	General Physics II/Lab	5
BIOL 181/L	College Biology I/Lab.....	4
BIOL 182/L	College Biology II/Lab.....	4
BIOL 301/L	General Microbiology/Lab.....	5
BIOL 465	Environmental Toxicology	3

TOTAL 36

Institutional and General Education 24
Free Electives 3

TOTAL 27

Total credit hours..... 120

- **Double Major Emphasis**

Required Chemistry Core 41
(Including *either* major seminar course)

TOTAL 41

Other Required Courses

Courses	Titles	Credits
MATH 126	Calculus & Analytic Geometry I	5
MATH 224	Calculus & Analytic Geometry II	5
PHYS 201/L	Principles of Physics I/Lab..... 4 OR	
PHYS 221/L	General Physics I/Lab..... 5	
PHYS 202/L	Principles of Physics II/Lab..... 4 OR	
PHYS 222/L	General Physics II/Lab..... 5	
		TOTAL 18-20

Institutional and General Education 24

Approved Second Major Minimum 39

TOTAL 63

Total credit hours 122-124

- **Secondary Teaching Certification Emphasis**

Required Chemistry Courses

Courses	Titles	Credits
CHEM 121/L	General Chemistry I/Lab..... 5	
CHEM 122/L	General Chemistry II/Lab..... 5	
CHEM 211/L	Intro to Organic Chemistry/Lab..... 4 OR	
CHEM 301/L	Organic Chemistry I/Lab..... 5	
CHEM 311	Survey of Biochemistry..... 3	
CHEM 317/L	Quantitative Analysis/Lab..... 5	
CHEM 321	Physical Chemistry I..... 3	
CHEM 419/L	Instrumental Analysis/Lab..... 5 OR	
CHEM 221/L	Inorganic Chemistry/Lab..... 4	
CHEM 493	Seminar 1	
		TOTAL 30-32

Other Required Courses

Courses	Titles	Credits
BIOL 100/L	Principles of Biology /Lab	4
BIOL 121/L	Environmental Conservation/Lab..... 4	
GEOL 101/L	Earth Science/Lab	4
MATH 126	Calculus & Analytic Geometry I	5
MATH 224	Calculus & Analytic Geometry II	5
PHYS 221/L	General Physics I/Lab..... 5	

PHYS 222/L	General Physics II/Lab	5
PSYCH 151	Human Development..... 3 OR	
PSYCH 251	Childhood and Adolescence..... 3 OR	
PSYCH 342	Educational Psychology	3
ED 202	Foundation of Education..... 3	
ED 280	Educational Media & Technology	3
ED 301	Frameworks of Teaching..... 4	
ED 412	Teaching Diverse Learners	3
ED 444	Teaching Secondary Science..... 4	
RDG 435	Content Area Literacy..... 4	
ED 485	Capstone Seminar in Education	1
ED 488	Student Teaching Secondary	
		TOTAL 69

General Education 21-24
(21 credits if PSYCH 151 or 251 taken as Social Science)

Total credit hours 120-125

- **Pre-Professional**

Students ultimately seeking professional degrees such as Pharmacy, PharmD, MD, DVM, DO, DDS, and DC, may opt to complete a bachelors, or minor, in chemistry as preparation for future professional studies. A solid understanding of the chemistry and analysis of biomolecules, pharmaceuticals, etc. serves as an excellent foundation for professional programs in the health sciences. Selection of the *Biochemistry* or *Double Major Emphasis* is recommended for pre-professional students completing the BS in chemistry. Pre-professional students must work closely with academic advisers to ensure completion of specific curricular requirements needed for admission into specific professional programs.

- **Chemistry Minor**

Courses	Titles	Credits
CHEM 121/L	General Chemistry I/Lab..... 5	
CHEM 122/L	General Chemistry II/Lab..... 5	
Upper-division CHEM Electives		10
		TOTAL 20

Co-curricular Requirements

Students should experience co-curricular activities which enhance, broaden and reinforce the academic experience; therefore, the faculty support and encourage students to participate in science-related, as well as in general activities such as:

- 1) Science or chemistry clubs
- 2) Student government
- 3) Scientific meetings, seminars, symposia, field trips, tours, etc.

- 4) Internships
- 5) Research

Outcomes Assessment Activities

- Assessment of chemistry majors occurs through examination of GPA in required courses. Majors are required to maintain a 2.000 GPA in major and minor courses as well as in other required courses.
- Students are required to complete American Chemical Society national standard exams when given during the course of the chemistry degree curriculum. Scores are compared to national averages to determine if students exhibit a comprehensive knowledge of the fundamental theories and concepts necessary in the chemical sciences disciplinary areas.
- Students are required to take an exit examination during the senior year. The ETS Major Field Achievement Test (MFAT) covers the undergraduate chemistry curriculum. Scores are compared to national averages to determine if students exhibit a comprehensive knowledge of the fundamental theories and concepts necessary in the chemical sciences overall.

MATHEMATICS AND PHYSICS DEPARTMENT

Department Chair: Bruce N. Lundberg

MATHEMATICS PROGRAM

Faculty: Chacon, Funk-Neubauer, Kreminski, Grollimund, Louisell, Lundberg, Melnykov, Nichols, Poritz, Zizza

The program's mission is to foster students' development in quantitative and analytical reasoning skills, powerful mathematical problem-solving strategies, effective techniques for the communication of results and the capacity for lifelong independent learning. The major in mathematics leads to either a Bachelor of Arts (BA) or a Bachelor of Science (BS) degree. The program's flexible curriculum prepares students for diverse professional careers and for graduate studies. Faculty advisers work directly with majors and minors to design individual programs of study. Students who are potential majors or minors should consult with a faculty adviser as early as possible. Appointments with a faculty adviser can be made anytime by calling the department office.

Program Goals

- Educate students to effectively use quantitative and analytical methods and the language of mathematics.

- Prepare students for professional careers and graduate studies in areas requiring advanced analytical skills, including actuarial science, computer science, engineering, operations research, biomathematics, cryptography, finance, pure and applied mathematics and teaching.
- Promote a scholarly attitude of mind that enables students to effectively use mathematics with the ability to think critically, synthesize their knowledge and move to higher levels of independent thinking.

Expected Student Outcomes

Upon successful completion of the mathematics major, students will:

- Learn, understand and apply mathematics from the core mathematical disciplines of calculus, abstract algebra, analysis, modeling, differential equations, geometry, probability, and statistics.
- Formulate and solve problems using mathematical tools, while working alone or in groups on routine problems, non-routine and open-ended problems, problems involving applications to other fields, problems involving real-world data, and abstract problems within mathematics.
- Create, analyze and apply mathematical abstraction to real problems by understanding and producing formal mathematical arguments with an appreciation for the mathematical standards of rigor, elegance, and beauty.
- Learn independently, locate and use appropriate sources of technical material, and make use of modern computational tools.
- Produce convincing, precise verbal and written communications of technical material.

General Requirements

- All mathematics majors must complete the mathematics core curriculum: MATH 126, 224, 307, 325, 350, 421, and 427. Majors are expected to complete core courses numbered above MATH 325 at CSU-Pueblo.
- All majors must complete a physics course numbered 200 or above.
- Mathematics majors and minors must complete the mathematics courses in their program with grades of C or better.
- MATH 337 is a required elective for all mathematics majors not pursuing secondary education endorsement.
- All majors are required to complete an approved two-term sequence in a laboratory science (CHEM 121/121L and 122/122L, or PHYS 221/221L and 222/222L).

- Mathematics majors must demonstrate proficiency in “an approved” computer language. It is strongly recommended that students complete this requirement within the first 60 credit hours.

Institutional and General Education

Please refer to the General Education Requirements in the *Academic Policies* section of this catalog or refer to the individual department’s curriculum sheet.

Specific Requirements for the Mathematics Major

MATH Courses	Titles	Credits
MATH 126	Calculus & Analytic Geometry I	5
MATH 224	Calculus & Analytic Geometry II	5
MATH 307	Intro to Linear Algebra	4
MATH 325	Intermediate Calculus	4
MATH 337	Differential Equations I	3
MATH 350	Probability	3
MATH 421	Introduction to Analysis	4
MATH 427	Abstract Algebra	4
Upper-division MATH Electives		9
(Excluding MATH 360, 361, 477)		
		TOTAL 41

Other Requirements

Laboratory Science Sequence	10
Computer Programming	4
TOTAL 14	
General Education credits	24
Electives	41
Total credit hours	120

Specific Requirements for the Mathematics Major/ Secondary Certification

MATH Courses	Titles	Credits
MATH 126	Calculus & Analytic Geometry I	5
MATH 224	Calculus & Analytic Geometry II	5
MATH 307	Intro to Linear Algebra	4
MATH 319	Number Theory	3
MATH 325	Intermediate Calculus	4
MATH 330	Intro to Higher Geometry	3
MATH 350	Probability	3
MATH 356	Statistics for Engineers & Scientists	3
MATH 421	Introduction to Analysis	4
MATH 427	Abstract Algebra	4
MATH 463	History of Mathematics	3
MATH 477	Materials & Techniques of Teaching Secondary School Math	4
		TOTAL 45

Other Requirements

Courses	Titles	Credits
ED 202	Foundations of Education	3
ED 280	Educational Media and Technology	3
ED 301	Frameworks of Teaching	4
ED 412	Teaching Diverse Learners	3
ED 485	Capstone Seminar in Education	1
ED 488	Secondary Student Teaching	12
PSYCH 151	Human Development	3
OR		
PSYCH 251	Childhood and Adolescence	3
OR		
PSYCH 342	Educational Psychology	3
RDG 435	Content Area Literacy	4
		TOTAL 33
Laboratory Science Sequence		10
Computer Programming		4
Electives		7
		TOTAL 21
General Education		21
Total credit hours		120

Specific Requirements for the Minor in Mathematics

Courses	Titles	Credits
MATH 126	Calculus & Analytic Geometry I	5
MATH 224	Calculus & Analytic Geometry II	5
Electives including three upper-division courses* (Excluding MATH 360, 361, 362 & 477)		10
		TOTAL 20

* Two of these must be taken at CSU-Pueblo.

Specific Requirements for the Minor in Computational Mathematics

Courses	Titles	Credits
MATH 126	Calculus & Analytic Geometry I	5
MATH 207	Matrix & Vector Algebra with Applications	3
MATH 224	Calculus & Analytic Geometry II	5
MATH 307	Introduction to Linear Algebra	4
OR		
MATH 342	Introduction to Numerical Analysis	3
MATH 320	Introductory Discrete Mathematics	3
MATH 345	Algorithms & Data Structures	4
		TOTAL 23-24

**Requirements for the Computational Mathematics
Minor specific to Math Majors**

Math majors, in lieu of the first 13 hours above are required to take:

Courses	Titles	Credits
	An approved programming elective.....	3
CIS 171	Intro to Java Programming	4
MATH 242	Introduction to Computation.....	4
		TOTAL 11

Specific Requirements for the Math/Physics Double Major

MATH Courses	Titles	Credits
MATH 126	Calculus & Analytic Geometry I	5
MATH 224	Calculus & Analytic Geometry II	5
MATH 307	Intro to Linear Algebra	4
MATH 325	Intermediate Calculus	4
MATH 337	Differential Equations I.....	3
MATH 338	Differential Equations II.....	3
MATH 350	Probability AND	
MATH 356	Stats for Engineers & Scientists	6
	OR	
MATH 550	Statistical Methods.....	3
MATH 421	Introduction to Analysis.....	4
MATH 427	Abstract Algebra	4
		TOTAL 35-38

PHYS Courses	Titles	Credits
PHYS 221/L	General Physics I/Lab.....	5
PHYS 222/L	General Physics II/Lab.....	5
PHYS 301	Theoretical Mechanics	4
PHYS 323/L	General Physics III/Lab.....	5
PHYS 321/322	Thermodynamics/Lab	4
PHYS 431/432	Electricity and Magnetism/Lab.....	5
PHYS 441	Quantum Mechanics.....	4
PHYS 480	Practicum in Lab Instruction.....	1
PHYS 493	Seminar	1
		TOTAL 34

Other Requirements

Courses	Titles	Credits
MATH 425	Complex Variables.....	3
	OR	
PHYS 341/342	Optics/Adv. Laboratory-Optics	4
PHYS 492	Research OR	
MATH 492	Research	1
CHEM 121/L	General Chemistry I/Lab.....	5

CHEM 122/L	General Chemistry II/Lab.....	5
	Computer Programming.....	3
		TOTAL 17-18

General Education	24
Electives.....	5-6
Total credit hours.....	120

Co-Curricular Requirements

Students have the opportunity to broaden and reinforce the academic experience through participation in a variety of co-curricular activities. All students are encouraged to join the CSU-Pueblo Math Club. Many students serve as tutors in the Math Learning Center.

Outcomes Assessment Activities

- Faculty advisers meet individually with students on a regular basis to help with schedule planning and to discuss the student's progress toward educational and career goals. Advisers maintain a record of each student's performance in his/her program of study.
- During the senior year, each major takes the Mathematics Field Achievement Test. This test measures a student's achievement level in comparison with students throughout the country.

PHYSICS/PHYSICAL SCIENCE PROGRAM

Department Chair: Bruce N. Lundberg

Faculty: Brown

The major in physics leads to a Bachelor of Science (BS) Degree. In addition, supporting courses and general education courses in physics and astronomy are available for students with a wide spectrum of interests, backgrounds and needs. Physics majors must consult with a program adviser as early as possible and must file a departmentally approved plan of study by the beginning of the junior year. A degree plan may be designed based on the student's interests through consultation with the advisor and the department chair.

The Bachelor of Science Degree in physics is offered with several emphasis areas:

For the Physics emphasis the recommended sequences of courses presume that the student is ready to begin MATH 126 in the first term of the freshman year. If not, MATH 124 should be taken in the fall and MATH 126 in the spring of the freshman year concurrently with PHYS 221. Otherwise it may not be possible to complete the

requirements for a physics degree within four years. Students, especially transfers, who do not strictly adhere to the plan of study, may find that the term of attendance at CSU-Pueblo will be extended beyond four years.

Physics Secondary Certification Emphasis

This emphasis provides students with the knowledge and skills necessary to obtain Colorado Department of Education certification as science teachers with an emphasis in physics.

Physical Science Secondary Certification Emphasis

This emphasis provides students with the knowledge and skills necessary to obtain Colorado Department of Education certification as science teachers with an emphasis in physics and chemistry.

Double Majors

A Math and Physics double major is also available. See Math Program for details.

A double major with Chemistry, Biology, or Engineering, for example, is possible. Please consult your advisor and the department chair.

MINORS

A minor is available in physics, and is an especially attractive addition to majors in chemistry, engineering or mathematics. See the course requirements below.

Program Goals

- To supply students with the necessary background to successfully pursue graduate study towards a professional career in physics, astronomy or a related field.
- To prepare students upon graduation to enter technical positions in government or industry.
- To provide students with the knowledge and skills necessary to obtain Colorado Department of Education Certification as science teachers of physics or physical science.

Expected Student Outcomes

Upon successful completion of the physics major, students will be able to:

- Think critically and logically and use the scientific method in their future investigations.
- Understand and apply knowledge of various subfields of physics at the undergraduate level and make a successful transition to technical fields, including

engineering, teaching, business, and graduate studies.

- Effectively communicate their results orally and in writing.
- Learn independently, locate and use appropriate sources of technical material and make use of modern scientific and computational tools.

General Requirements

- Students graduating with a BS in physics must have at least a 2.000 grade-point average in physics courses and no more than four credits in physics with grades of D.
- Students graduating with a minor in physics must have at least a 2.000 grade-point average in physics.
- A 2.500 grade-point average in the major area is required for admission to the teacher education program.
- At least 12 physics credits applied to the major (seven for minor) must be earned at CSU-Pueblo with a C or better average.
- Students must have earned a C or better grade in lower-division prerequisite courses before being admitted to upper-division courses in physics.
- In all but the teaching emphasis areas, students must demonstrate knowledge of computer programming.
- In all but the teaching emphasis areas, majors are required to take the senior research course, in which students become involved in a theoretical or experimental research problem relating to physics under the supervision of a department faculty member.
- A fundamental understanding of chemistry and its lab techniques is required of all majors.

Institutional and General Education

Please refer to the General Education Requirements in the *Academic Policies* section of this catalog or refer to your individual department's curriculum sheet.

Specific Requirements for the Physics Emphasis

PHYS Courses	Titles	Credits
PHYS 221/L	General Physics I/Lab	5
PHYS 222/L	General Physics II/Lab	5
PHYS 301	Theoretical Mechanics.....	4
PHYS 321	Thermodynamics.....	3
PHYS 322	Advanced Laboratory - Heat.....	1
PHYS 323/L	General Physics III/Lab	5
PHYS 341	Optics	3
PHYS 342	Advanced Laboratory - Optics	1
PHYS 431	Electricity and Magnetism.....	4
PHYS 432	Adv Lab Electricity & Magnetism	1
PHYS 441	Quantum Mechanics.....	4
PHYS 480	Practicum in Lab Instruction	1

PHYS 492	Research	1
PHYS 493	Seminar	1
PHYS 499	Thesis Research.....	1
		TOTAL 40

Other Required Courses

Courses	Titles	Credits
CHEM 121/L	General Chemistry I/Lab.....	5
CHEM 122/L	General Chemistry II/Lab.....	5
MATH 242	Introduction to Computation.....	4
OR		
EN 103	Problem Solving for Engineers	3
MATH 126	Calculus & Analytic Geometry I	5
MATH 207	Matrix & Vector Algebra with Applications	3
MATH 224	Calculus & Analytic Geometry II	5
MATH 325	Intermediate Calculus	4
MATH 337	Differential Equations I.....	3
MATH 338	Differential Equations II.....	3
Approved Math Elective		3-4
		TOTAL 39-41

General Education.....	24
Electives.....	15-17

Total credit hours.....120

Specific Requirements for the Physics Secondary Certification Emphasis

PHYS Courses	Titles	Credits
PHYS 110	Astronomy.....	3
PHYS 140/L	Light, Energy and the Atom/Lab.....	4
PHYS 221/L	General Physics I/Lab	5
PHYS 222/L	General Physics II/Lab	5
PHYS 321/322	Thermodynamics/Lab.....	4
PHYS 323/L	General Physics III/Lab	5
PHYS 341/342	Optics/Adv. Laboratory-Optics	4
PHYS 480	Practicum in Lab Instruction.....	1
		TOTAL 31

Other Required Courses

Courses	Titles	Credits
BIOL 100/L	Principles of Biology/Lab	4
BIOL 121/L	Environmental Conservation/Lab.....	4
CHEM 121/L	General Chemistry I/Lab.....	5
CHEM 122/L	General Chemistry II/Lab.....	5
ED 202	Foundation of Education.....	3
ED 280	Educational Media & Technology	3
ED 301	Frameworks of Teaching	4
ED 412	Teaching Diverse Learners.....	3
ED 444	Teaching Secondary Science.....	4
ED 485	Capstone Seminar in Education	1
ED 488	Student Teaching Secondary	12

GEOL 101/L	Earth Science/Lab	4
MATH 126	Calculus & Analytic Geometry I	5
MATH 224	Calculus & Analytic Geometry II	5
PSYCH 151	Human Development.....	3
OR		
PSYCH 251	Childhood and Adolescence.....	3
OR		
PSYCH 342	Educational Psychology	3
RDG 435	Content Area Literacy.....	4
		TOTAL 69

General Education

Total credit hours.....121

Specific Requirements for the Physical Science Secondary Certification Emphasis

PHYS Courses	Titles	Credits
PHYS 110/L	Astronomy	4
PHYS 140/L	Light, Energy and the Atom/Lab	4
PHYS 221/L	General Physics I/Lab	5
PHYS 222/L	General Physics II/Lab	5
PHYS 323/L	General Physics III/Lab	5
		TOTAL 23

CHEM Courses	Titles	Credits
CHEM 121/L	General Chemistry I/Lab.....	5
CHEM 122/L	General Chemistry II/Lab.....	5
CHEM 211/L	Intro to Organic Chemistry/Lab.....	4
OR		
CHEM 301/L	Organic Chemistry I/Lab.....	5
CHEM 317/L	Quantitative Analysis/Lab	5
CHEM 321	Physical Chemistry I	3
CHEM 378	Practicum in Lab Instruction	1
		TOTAL 23-24

Other Required Courses

Courses	Titles	Credits
BIOL 100/L	Principles of Biology/Lab	4
BIOL 121/L	Environmental Conservation/Lab.....	4
ED 202	Foundations of Education.....	3
ED 280	Educational Media & Technology	3
ED 301	Frameworks of Teaching	4
ED 412	Teaching Diverse Learners	3
ED 444	Teaching Secondary Science.....	4
ED 485	Capstone Seminar in Education	1
ED 488	Student Teaching Secondary	12
GEOL 101/L	Earth Science/Lab	4
MATH 126	Calculus & Analytic Geometry I	5
MATH 224	Calculus & Analytic Geometry II	5

PSYCH 151	Human Development.....	3
	OR	
PSYCH 251	Childhood and Adolescence	3
	OR	
PSYCH 342	Educational Psychology.....	3
RDG 435	Content Area Literacy	4

TOTAL 59

General Education.....21

Total credit hours.....126-127

Specific Requirements for the Minor in Physics

PHYS Courses	Titles	Credits
PHYS 221/L	General Physics I/Lab.....	5
PHYS 222/L	General Physics II/Lab.....	5
PHYS 323/L	General Physics III/Lab.....	5
Approved Upper-division Electives in Physics.....		5

TOTAL 20

Co-Curricular Requirements

The program faculty believes that students should have co-curricular experiences that complement and reinforce their academic experiences. Therefore, the faculty encourages students to join and participate in events sponsored by the department and the Society of Physics Students (SPS), Sigma Pi Sigma initiations, physics expositions, picnics, graduation dinners, potluck dinners, etc. to foster a spirit of camaraderie.

Outcomes Assessment Activities

The Physics Program faculty will assess the skills, capacities, and knowledge of its majors as follows:

- The student must complete a senior research project including a formal presentation of results both in writing and orally to at least two members of the physics faculty (except for those in the teaching emphasis areas).
- The student must take the Physics Major Field Achievement Test offered by The Educational Testing Services (ETS) or another departmentally approved exam covering the sub-fields in physics at some point during his/her senior year (except for those in the teaching emphasis areas).
- By maintaining a portfolio for each student which contains college grades, records of special skills acquired, senior research project results, Field Achievement Test results and a record of co-curricular activities. The portfolio will remain on file in the department and will be added to as additional information is obtained from student or employer.

The program faculty believes that improvement in the skills, capacities, and knowledge of its minors can be assessed through required course work. The course grade will be a measure of the student's grasp of the basics in each discipline.

THE HASAN SCHOOL OF BUSINESS

Dr. Bruce C. Raymond, Dean

HSB Majors and Minors

Majors: Accounting (BSBA)
Business Management (BSBA)
 Emphasis Areas:
 Agribusiness
 Information Technology
 Marketing
 Organizational Risk and Security
 Management
 Sports Industry Management
Computer Information Systems (BS)
 Emphasis Areas:
 Cyber Security
 Data Analytics
 Software Development
Economics (BSBA)
 Emphasis Area:
 Finance
Integrated BSBA/MBA
Integrated BS-CIS/MBA
Integrated BS-CM/MBA
Non-Integrated BS/BA/MBA
Masters in Business Administration (MBA)
MBA with Healthcare Administration Emphasis
(See the *Graduate Studies* section of this catalog for more information.)

Minors: Accounting
Business Administration
Computer Information Systems
Data Analytics
Economics
Finance
Marketing
Supervisory Management

Certificate: NSA-CAE Certificate in Cyber Security
Defense

Accreditation

The business majors (BSBA) of the Hasan School of Business are accredited by AACSB International – The Association to Advance Collegiate Schools of Business. AACSB is a not-for-profit corporation of educational institutions, corporations and other organizations devoted to the promotion and improvement of higher education in business administration and management. Organized in 1916, AACSB International is the premier accrediting agency for bachelor's, master's and doctoral degree programs in business administration and accounting.

Mission

The mission of the Hasan School of Business at Colorado State University-Pueblo is to provide quality

undergraduate and graduate business education for a diverse student population through our strong professional focus on contemporary business practices. Our educational programs prepare our students to assume team member and leadership roles in business by:

- Developing their skills in communication and critical thinking, and
- Instilling in them awareness of the global economy and ethical behavior.

The intellectual pursuits of our faculty focus primarily on applied scholarship and instructional development. Our outreach activities – developed in partnership with the community – serve to enhance the quality of life and economic well-being in southeastern Colorado.

Learning Outcomes Assessment

The Hasan School of Business is committed to continuous improvement through a rigorous assessment program focused on measuring learning outcomes and implementing measures to enhance students' chances of success. Within each individual course, faculty members utilize a variety of assessment techniques, including: student presentations, projects, peer evaluations, examinations, and student surveys.

Learning Goals for the Business Undergraduate Program

The Hasan School of Business faculty works diligently to provide undergraduates with a high-quality education that prepares them for entry into business or into a graduate program. Our programs prepare students through achievement of five primary learning goals.

- 1) **Communication**
Our students will be able to communicate effectively.
- 2) **Problem Solving**
Our students will be able to analyze problems and develop solutions.
- 3) **Global Awareness**
Our students will be able to apply global business concepts.
- 4) **Ethical Awareness**
Our students will be able to recommend ethical alternatives and appropriate actions.
- 5) **Team Skills**
Our students will be able to demonstrate effective team skills.

Undergraduate Majors

The Hasan School of Business offers undergraduate majors in accounting, business management, computer information systems, and economics. There are a variety of emphasis areas associated with the above majors (see Page 220). Graduates will be able to successfully compete for appropriate entry-level positions in private firms, nonprofit organizations or government. The *accounting* major prepares graduates for professional careers in accounting. The knowledge and skills acquired in the *business management* major can be used in a number of areas including human resource and operations management. The *business management major with an emphasis in agribusiness* prepares graduates to succeed in the specialized area of business and agriculture. The *business management major with an emphasis in marketing* prepares the graduate to successfully promote and sell goods and services. The *business management major with an emphasis in sports industry management* is a collaborative curricular effort with the Exercise Science and Health Promotion Department. Students seeking this major will have specialized managerial skills in the sports management and outdoor recreation industry. The *business management major with an emphasis in organization risk and security management* is a collaborative effort with Political Science Department. Students seeking this major will have specialized management skills in crisis and disaster management. The *Computer Information Systems* major prepares graduates for successful careers in the information technology (IT) fields. The *CIS major with a cyber security emphasis* prepares students for risk assessment and security design. The *CIS major with a data analytics emphasis* prepares students to store, manage, and analyze business data. The *CIS major with a software development emphasis* prepares students for software analysis, design, and implementation. *Economics* and *Economics with a Finance* emphasis majors are particularly well prepared to enter graduate programs in business, in addition to assuming entry-level positions in business firms, nonprofit organizations or government, as well as, positions in banking, financial analysis, and related financial services industries.

NOTE: Students planning to take professional certification exams in any field are encouraged to consult with their faculty adviser to understand any additional requirements.

General Requirements for Business Majors (Accounting, Business Management and Economics)

All undergraduate business majors (accounting, business management and economics) take the **Business Core**. The Core prepares business majors with general business knowledge and skills. The Core also provides students with an understanding of and appreciation for the

intellectual discipline needed for successful completion of a business major.

These courses provide students with the common body of knowledge needed for imaginative and responsible citizenship and leadership roles in business and society, domestically and globally. The Business Core is designed to provide students with the opportunity to integrate their educational experiences in business within a specific discipline and across disciplines.

An overall GPA of 2.000 is required in General Education Skills Component courses. The Hasan School of Business prerequisite course requirement is a D, so that a student may progress to the next course. All business majors are required to earn a C or better in Business Core courses and in 300/400-level major courses to fulfill degree requirements. In addition, students must have completed the 100/200-level Business Core courses prior to enrolling in 300/400-level business courses. Additional prerequisites for Business Core courses and major courses are specified in the *Course Descriptions* section of the catalog. Business Core courses are listed alphabetically by prefix. Academic Planning Sheets are available in HSB.

Independent Studies, Directed Studies, Internships, and Special Projects will not be substituted for core or required courses. They may count as electives.

Business Core

Courses	Titles	Credits
ACCTG 201	Financial Accounting	3
ACCTG 202	Managerial Accounting.....	3
BUSAD 101	Business Careers and Opportunities.....	1
BUSAD 265	Inferential Statistics and Problem Solving	3
BUSAD 270	Business Communications	3
BUSAD 302	Ethics in Business	3
BUSAD 360	Advanced Business Statistics	3
BUSAD 493	Senior Seminar.....	1
CIS 100	Introduction to Word and Windows.....	1
CIS 103	PowerPoint and Web Publishing	1
CIS 104	Excel Spreadsheets	1
ECON 201	Principles of Macroeconomics.....	3
ECON 202	Principles of Microeconomics.....	3
FIN 330	Principles of Finance	3
MATH 220	Quantitative Analysis for Business	4
MGMT 201	Principles of Management.....	3
MGMT 301	Organizational Behavior	3
MGMT 311	Operations and Quality Management.....	3
MGMT 485	Strategic Management	3
MKTG 340	Principles of Marketing.....	3

TOTAL 51

Majors and Emphasis Areas

(Specific course requirements are detailed later.)

Select one:

Accounting 24
 Business Management..... 24
 Business Management/Agribusiness 27
 Business Management/Information Technology 37
 Business Management/Marketing 24
 Business Management/Sports Industry Management 39
 Business Management/Org. Risk and Security Mgmt. 39
 Economics..... 24
 Economics/Finance 24

Business majors may take a second major in a business discipline that is **not related** to their first major discipline, provided that the additional 300/400-level credits associated with the second major are in addition to the credits needed to complete the first major (i.e., If the first major is 120 credits and the second major is 24 credits, then the total credits to complete the first major and the second major will be a minimum of 144). For example, a student earning the BSBA in business management could also major in accounting or economics.

Business majors may take a minor in a business discipline that is **not related** to their major discipline, provided that the additional 300/400-level credits associated with the minor are in addition to the credits needed to complete their major (i.e., If the major is 120 credits and the additional credits in the minor are 9 credits, then the total credits to complete the major and the minor will be a minimum of 129). For example, a student earning the BSBA in business management could also minor in accounting or economics.

Graduation Requirements for Business Majors (Accounting, Business Management, and Economics)

Students must satisfy the University general education requirements, the general institutional requirements, and have at least 120 total credit hours with a cumulative GPA of 2.000 to graduate.

An overall GPA of 2.000 is required in General Education Skills Component courses. The Hasan School of Business prerequisite course requirement is a D, so that a student may progress to the next course. All business majors are required to earn a C or better in Business Core courses and 300/400-level major courses to fulfill degree requirements.

Credit Policy

To earn a BSBA from CSU-Pueblo, students must complete no fewer than 30 semester hours in business at

the 3/400 level in residence at CSU-Pueblo. “In residence” courses will include Business or CIS courses offered through CSU-Pueblo Extended Studies Programs. Students who complete junior- and senior-level courses at other colleges or universities with grades of C- or better, and wish to apply the credits earned toward their degree, must request approval through the Dean or Faculty Chair. Courses taken without such approval will not be counted toward the fulfillment of degree requirements.

Only the Dean or the Faculty Chair may waive any portion of these requirements and only upon written petition by a student who has demonstrated extraordinary ability.

Transfer Students

Undergraduate transfer work from other institutions is evaluated first by the Registrar’s Office, but final degree determination is made by the Hasan School of Business. The School of Business reserves the right to disallow any credit that is not appropriate degree credit as determined by the School.

Summary of Graduation Requirements (Accounting, Business Management, and Economics)

General Education*36
 Business Core.....*45
 Major 24-39
 Open Electives 0-15
TOTAL (minimum credits) 120

*ECON 201 and ECON 202 are counted in General Education.

Summary of Graduation Requirements (CIS):

General Education*36
 Quantitative Analysis Requirement 10
 Required Related 9
 Open Electives 13
 Major 52
TOTAL (minimum credits) 120

*Must include COMR 103 or equivalent; ECON 201 and 202, and MATH 121.

Co-Curricular Opportunities

Co-curricular activities are encouraged for all Hasan School of Business students. Included are internships, student clubs, and seminar programs. A current list of clubs is available in the Hasan School of Business or on the CSU-Pueblo web site.

Outcomes Assessment Activities

Assurance of Learning

The use of direct measures of student performance in the Hasan School of Business provides a relevant set of performance data. Reviewed by faculty, discipline groups, the School's Assurance of Learning Committee, and administrators, results of these measures are used to make program improvements. In addition to course grades, direct measures of student performance in the school of Business include:

- **The Educational Testing Service (ETS) Major Field Test in Business.** This test, administered nationwide, assesses what students have learned in courses common to all business majors. Results are compared with those of other business students enrolled at selected peer institutions, as well as nationally. In the Hasan School of Business, the Major Field Test is given to students in the BUSAD 493 capstone course in their senior year.
- **Course-Embedded Measures.** Exams, papers, presentations, and projects include course-embedded measures that can be used to assess student performance.

The Hasan School of Business compiles information to assess the success of graduates. Information is obtained from the CSU-Pueblo Alumni Office, the Career Center, and other sources.

Advising

All pre-business students, business majors, and CIS majors are advised in the Hasan School of Business. Students are required to meet with an HSB adviser each term to plan their course schedules for the upcoming term. In addition, consulting with an adviser is necessary in declaring a business major, applying for an internship and filing a graduation planning sheet.

ACCOUNTING MAJOR

Faculty: Eriksen, Wink, Wright

The major in accounting leads to the Bachelor of Science in Business Administration (BSBA). The primary objective is to provide an academic program that covers the conceptual basis of accounting as well as the application of accounting doctrine in current accounting practice. The programs of study are functional in that they provide the broad base of knowledge required by the accounting profession.

Requirements for the Accounting Major

Courses	Titles	Credits
ACCTG 301	Intermediate Accounting I.....	3
ACCTG 302	Intermediate Accounting II.....	3
ACCTG 311	Federal Income Tax	3
ACCTG 320	Cost Accounting	3
ACCTG 330	Accounting Information Systems.....	3
ACCTG 401	Advanced Financial Accounting	3
ACCTG 404	CPA Law	3
ACCTG 410	Auditing	3
		TOTAL 24

Requirements for the Accounting Minor

Courses	Titles	Credits
ACCTG 201	Financial Accounting	3
ACCTG 202	Managerial Accounting.....	3
ACCTG 301	Intermediate Accounting I.....	3
ACCTG 320	Cost Accounting	3
ACCTG 3/400	Elective.....	3
ECON 202	Principles of Microeconomics.....	3
MGMT 201	Principles of Management.....	3
		TOTAL 21

A GPA of 2.000 or higher is required for the minor.

BUSINESS MANAGEMENT MAJOR

Faculty: Ahmadian, Brennan, Choi, Correa-Martinez, Fowler, Gilbreath, Goss, Holman, Kwon, Shah, Wakefield

The major in business management leads to the Bachelor of Science in Business Administration (BSBA) and provides students with the theoretical and conceptual basis of business as well as application skills to assume leadership roles in industry, government and education.

The undergraduate business management major permits students to select one area as an emphasis. The knowledge and skills acquired with the major in business management can be used in a number of areas, such as human resource and operations management. The business management major with an agribusiness emphasis prepares students for careers in the specialized agriculture/business sector. The business management major with an information technology emphasis prepares students for careers in managing technology in modern organizations.

The business management major with a specialization in marketing prepares the graduate to successfully promote and sell goods and services.

Requirements for the Business Management Major

Courses	Titles	Credits
MGMT 318	Human Resource Management.....	3
CIS 365	Management Information Systems.....	3
MGMT 475	International Management OR	
MKTG 475	International Marketing.....	3
MGMT 3/400	Electives.....	9
Business Electives (3/400-level)		6
TOTAL		24

Requirements for the Business Management Major with Agribusiness Emphasis

Note: Courses with AREC prefix are online courses through Colorado State University – Fort Collins, in the Agriculture and Resource Economics major. These courses can be taken simultaneously through CSU-Pueblo and CSU-Fort Collins to complete the degree.

Courses	Titles	Credits
AREC 224	Intro to Agribusiness Entrepreneurship...	3
ECON 302	Intermediate Microeconomics.....	3
MGMT 318	Human Resource Management.....	3
CIS 365	Management Information Systems.....	3
AREC Electives (3/400-level)		15
TOTAL		27

Suggested Electives include:

AREC 305	Agri & Resource Enterprise Analysis.....	3
AREC 342	Water Law, Policy and Institutions.....	3
AREC 375	Agricultural Law.....	3
AREC 408	Agricultural Finance.....	3
AREC 478	Agricultural Policy.....	3

Students are not limited to the suggested AREC electives, and can choose other upper-division options available at CSU-Fort Collins during any given semester.

Requirements for the Business Management Major with Information Technology Emphasis

Courses	Titles	Credits
MGMT 318	Human Resource Management.....	3
MGMT 368	Project Management	3
MGMT 475	International Management OR	
MKTG 475	International Marketing.....	3
CIS 150	Computer Information Systems	*3
CIS 171	Introduction to Java Programming.....	*4
CIS 185	PC Architecture	*3
CIS 240	Object Oriented Analysis and Design...	*3

CIS 289	Network Concepts.....	*3
CIS 311	Introduction to Web Development.....	3
CIS 350	Data Base Systems.....	3
MGMT 3/400	Elective.....	3
Business/CIS	Elective (3/400-level).....	3
TOTAL		37

*CIS 150, 171, 185, 240, and 289 replace the 15 credits of open electives in the Business Management graduation requirements.

Additional Requirements

Courses	Credits	
Open Electives.....	2	
TOTAL		2

Requirements for the Business Management Major with Marketing Emphasis

Courses	Titles	Credits
CIS 365	Management Information Systems.....	3
MKTG 441	Marketing Strategies	3
MKTG 3/400	Electives.....	12
Business Electives (3/400-level)		6
TOTAL		24

Requirements for the Business Management Major with Sports Industry Management Emphasis

Courses	Titles	Credits
MGMT 318	Human Resource Management.....	3
MKTG 342	Promotional Strategy	3
CIS 365	Management Information Systems.....	3
MGMT 368	Project Management	3
MKTG 388	Sports Industry Marketing	3
MGMT 488	Sports Industry Management	3
MGMT 498	Internship	3
BUS/CIS/EXHP	Elective.....	3
EXHP 101	Introduction to EXHPR	2
PSYCH 205	Introduction to Sport Psychology.....	3
REC 240	Recreation Program Design	3
REC 250	Commercial Recreation and Tourism	3
REC 485	Recreation Facility Design/Management	3
EXHP	Elective.....	1
TOTAL		39

Requirements for the Business Management Major with Organizational Risk and Security Management Emphasis

Courses	Titles	Credits
MGMT 318	Human Resource Management.....	3
CIS 365	Management Information Systems.....	3
MGMT 368	Project Management	3

MGMT 475	International Management OR	
BUSAD 475	International Business	3
CIS 150	Computer Information Systems	3
CIS 461	IT Security Risk Management	3
BUS/CIS/POLSC	Elective	3
POLSC 270	Introduction to Homeland Security	2
POLSC 271	Terrorism	3
POLSC 272	Critical Incident Management	3
POLSC 375	Threat and Strategic Planning	3
POLSC 376	Cyber Defense	3
BUS/CIS/POLSC	Elective	3

TOTAL 39

Business Minors

Requirements for the Business Administration Minor (Open to non-business majors only)

Courses	Titles	Credits
ACCTG 201	Financial Accounting	3
ACCTG 202	Managerial Accounting	3
ECON 201	Principles of Macroeconomics	3
ECON 202	Principles of Microeconomics	3
FIN 330	Principles of Finance	3
MGMT 201	Principles of Management	3
MKTG 340	Principles of Marketing	3

TOTAL 21

Requirements for the Data Analytics Minor (Open to all majors, except CIS with a Data Analytics Emphasis)

Courses	Titles	Credits
CIS 100	Introduction to Word and Windows	1
CIS 103	Power Point and Web Publishing	1
CIS 104	Excel Spreadsheets	1
BUSAD 265*	Inferential Statistics & Problem Solving ..	3
MGMT 201	Principles of Management	3
BUSAD 360**	Advanced Statistics	3
CIS 365	Management Information Systems	3
CIS 350	Database Management	3
CIS 450	Advanced Data Analytics	3

TOTAL 21

*For BUSAD 265 substitution include one of the following:
 MATH 156 Introduction to Statistics

**For BUSAD 360 substitution include one of the following:
 MATH 356 Statistics for Engineers & Scientists

Requirements for the Marketing Minor (Open to Accounting, Economics, and non-management majors only)

Courses	Titles	Credits
ACCTG 201	Financial Accounting	3
ECON 202	Principles of Microeconomics	3
MGMT 201	Principles of Management	3
MKTG 340	Principles of Marketing	3
MKTG 3/400	Marketing Electives	9

TOTAL 21

Requirements for the Supervisory Management Minor (Open to non-management majors only)

Courses	Titles	Credits
ACCTG 201	Financial Accounting	3
ACCTG 202	Managerial Accounting	3
ECON 202	Principles of Microeconomics	3
MGMT 201	Principles of Management	3
MGMT 301	Organizational Behavior	3
MGMT 318	Human Resource Management	3
MGMT 410	Labor Management	3

TOTAL 21

A GPA of 2.000 or higher is required for the minors.

COMPUTER INFORMATION SYSTEMS MAJOR

Faculty: Cho, Huang, Huff, Long, Martinez, Mejias

The Bachelor of Science (BS) degree in Computer Information Systems (CIS) prepares graduates for successful careers in the information technology (IT) fields such as cyber security, data analytics, and software development. Students complete a comprehensive, relevant, computer information systems curriculum that delivers high-demand knowledge, skills, and abilities in: software and web application development, system analysis and design, network design and administration, database design and development, operating systems, and IT security.

The CIS program also includes a Computer Security certificate for non-degree seeking students awarded by the CIS department.

Program Objectives

The program seeks to develop a deeper understanding of the role of information systems within organizations and the processes that support technology-enabled business development.

At the conclusion of the CIS program, students will demonstrate the ability to:

- 1) Analyze, design, implement, and maintain an information system.
- 2) Communicate clearly and effectively in writing and speaking.
- 3) Work effectively as a team member for a common purpose.
- 4) Identify ethical issues and provide alternatives or solutions.

Outcomes Assessment Activities

The CIS program primarily uses a direct-assessment approach. Artifacts of student work pertinent to a particular learning outcome are collected. These artifacts are then evaluated by faculty external to the course in which the artifact was collected to determine students’ level of mastery. Each learning outcome has been separated into sub-skills, or “measurable objectives”, that are components of the overall learning objectives. Students’ level of mastery is assessed using rubrics which have been developed for this purpose. To ensure inter-rater reliability, we implement processes whereby raters meet before and after artifacts are assessed. In addition, for follow-up (loop-closing) activities on subsequent artifact evaluation, the same raters are utilized when possible, for consistency and reliability.

The CIS program includes a senior capstone project course required of all majors. This course requires students to apply the communication, problem solving, and technical skills they have learned during the completion of the CIS program. Each team of students is assigned a live project in the Pueblo community (or sometimes surrounding areas). The team is evaluated on not only the final IT product they develop, but the process they follow in completing the project.

Finally, the CIS program meets annually with the CIS Industrial Advisory Committee to get feedback on the effectiveness of the CIS curriculum in meeting the needs of the IT industry along the Colorado Front Range. The CIS program also requires CIS graduates to complete a survey to determine the effectiveness of the program and curriculum in preparing them for jobs in IT.

General Requirements

- Students majoring in computer information systems must maintain grades of C or higher in all CIS courses. In addition, all required CIS prerequisites must be completed with a grade of C or higher.
- Students must complete at least 120 semester hours in an approved program of study, including 52 hours in the major.

- Students must complete a minimum of 21 credits of CIS upper-division course work. At least 16 of these upper-division CIS credits must be taken in residence.
- Students must complete a course planning worksheet and participate in the advisement process with a CIS faculty adviser.

Specific Requirements

CIS majors complete a total of 120 credits. These credits include 36 credit hours of general education, 52 credits in CIS major courses, 10 credits of quantitative analysis, 9 credits of required related non CIS courses and 13 credits of electives. CIS majors are encouraged to complete a minor in Business Administration or another Business-related minor. The minor may be completed within the 13 elective credits. The general elective courses must include the specific courses listed below.

General Education

Please refer to the General Education Requirements in the *Undergraduate Programs* section of this catalog. In meeting CSU-Pueblo’s general education requirement, CIS majors must include the following:

Humanities: 3 credits of COMR 103 or equivalent

Social Science: ECON 201 and ECON 202

Mathematics: MATH 121

Quantitative Analysis Requirement

Courses	Titles	Credits
MATH 220	Quantitative Analysis for Business	4
BUSAD 265	Inferential Statistics and Problem Solving3	
BUSAD 360	Advanced Business Statistics	3

Required Related Courses

BUSAD 270	Business Communications	3
MGMT 201	Principles of Management.....	3
MGMT 368	Project Management	3
Open Elective*	.....	13

CIS Major Courses:

CIS Courses	Titles	Credits
CIS 100	Intro to Word & Windows.....	1
CIS 103	PowerPoint & Web Publishing.....	1
CIS 104	Excel Spreadsheets	1
CIS 105	MS Access DBMS	1
CIS 150	Computer Information Systems.....	3
CIS 171	Intro to Java Programming	4
CIS 185	PC Architecture	3
CIS 240	Object-Oriented Analysis & Design	3
CIS 271	Adv. Program Design with Java	4

CIS	289	Network Concepts	3
CIS	311	Introduction to Web Development	3
CIS	315	UNIX Operating System	3
CIS	350	Database Management	3
CIS	432	Senior Professional Project	6
CIS	493	Senior Seminar.....	1
CIS	3/400	Emphasis Area Electives.....	12
			TOTAL 52

*CIS majors may select one of the following emphasis areas and complete the indicated required courses (12 credits of 3/400 upper division electives) within the chosen emphasis.

Cyber Security

Courses		Titles	Credits
CIS	360	Cyber Security	3
CIS	401	Network Systems Administration OR	
CIS	402	Linux Networks and Routing.....	3
CIS	461	IT Security Risk Mgmt	3
CIS	462	Computer Forensics	3
			TOTAL 12

Data Analytics

Courses		Titles	Credits
CIS	365	Management Information Systems.....	3
CIS	450	Advanced Data Analytics.....	3
CIS	3/400	Elective.....	3
CIS	3/400	Elective.....	3
			TOTAL 12

Software Development

Courses		Titles	Credits
CIS	356	iOS Application Development.....	3
			OR
CIS	386	Android Application Development	3
CIS	359	Advanced Programming with C#	3
CIS	411	Internet Server-Side Programming.....	3
CIS	3/400	Elective.....	3
			TOTAL 12

Special Projects and Internships will not be substituted for required CIS Major courses. They may count only as electives. CIS majors who do not claim any emphasis area need to choose 12 credits from the following upper division electives.

CIS Electives (must total 12 credits)

CIS Courses		Titles	Credits
CIS	356	iOS Application Development.....	3
CIS	359	Advanced Programming with C#.....	3

CIS	365	Management Information Systems.....	3
CIS	360	Cyber Security.....	3
CIS	386	Android Application Development	3
CIS	401	Network Systems Admin	3
CIS	402	Linux Networks & Routing	3
CIS	411	Internet Server-Side Programming.....	3
CIS	450	Advanced Data Analytics	3
CIS	461	IT Security Risk Management	3
CIS	462	Computer Forensics	3
CIS	490	Special Projects.....	1-5
CIS	491	Special Topics	1-5
CIS	498	Internship	1-5

Business Environment

In addition to the requirement to complete (BUSAD 265, BUSAD 270, BUSAD 360, ECON 201, ECON 202, MGMT 201, MGMT 368, MATH 121 and MATH 220), CIS majors are strongly encouraged to complete a minor in Business Administration.

CIS MINOR

Non-CIS majors who wish to minor in CIS have several options. They may build their own minor based on the completion of seven core courses and a minimum of nine credits of 3/400 upper-division CIS courses.

Computer Information Systems Minor

Students who prefer a minor complete the following core and one of the listed emphasis areas.

CIS Minor Core

CIS Courses		Titles	Credits
CIS	100	Introduction to Word and Windows.....	1
CIS	103	PowerPoint & Web Publishing.....	1
CIS	104	Excel Spreadsheets	1
CIS	105	MS Access DBMS	1
CIS	150	Computer Information Systems.....	3
CIS	171	Introduction to Java Programming.....	4
CIS	240	Object Oriented Analysis and Design.....	3
CIS	3/400	Upper Division Courses	9

SUB-TOTAL 23

CIS minors may choose 9 credits from the following upper division courses

CIS Upper Division Courses (must total 9 credits)

CIS Courses		Titles	Credits
CIS	311	Introduction to Web Development	3
CIS	315	UNIX Operating System	3
CIS	350	Database Management.....	3
CIS	356	iOS Application Development.....	3
CIS	359	Advanced Programming with C#.....	3
CIS	365	Management Information Systems.....	3

CIS	360	Cyber Security.....	3
CIS	386	Android Application Development	3
CIS	401	Network Systems Admin	3
CIS	402	Linux Networks & Routing	3
CIS	411	Internet Server-Side Programming.....	3
CIS	450	Advanced Data Analytics.....	3
CIS	461	IT Security Risk Management	3
CIS	462	Computer Forensics	3

NSA-CAE CERTIFICATE IN CYBER SECURITY DEFENSE

The designation of CSU-Pueblo as a National Security Agency, Center for Academic Excellence (NSA-CAE) in Cyber Defense Education allows us to offer the NSA-CAE Certificate in Cyber Security Defense for CSU-Pueblo students who complete the following courses. Students interested in the NSA-CAE certificate program should contact the CIS department for further information. Certificates do not appear on the CSU-Pueblo transcript.

CIS Courses	Titles	Credits
CIS 171	Introduction to Java Programming OR	
CIS 271	Adv. Program Design with Java	4
CIS 289	Network Concepts	3
CIS 315	Unix Operating Systems.....	3
CIS 350	Database Management..... OR	
CIS 359	Advanced Programming with C#.....	3
CIS 360	Cyber Security.....	3
CIS 401	Network Systems Administration OR	
CIS 402	Linux Networks and Routing.....	3
CIS 461	IT Security Risk Management	3
CIS 462	Computer Forensics	3
BUSAD 265	Inferential Statistics and Problem Solving OR	
BUSAD 360	Advanced Business Statistics.....	3
		SUB-TOTAL 28

ECONOMICS MAJOR

Faculty: Duncan, Hassan, Regassa, Whited

The major in economics leads to the Bachelor of Science in Business Administration (BSBA) and provides students with the theoretical and conceptual basis of economics. Economics majors are particularly well prepared to enter graduate programs in business in addition to assuming entry-level positions in business firms, nonprofit organizations or government. The major in economics also prepares the graduate for positions in banking, financial analysis, and related financial services industries.

Requirements for the Economics Major

Courses	Titles	Credits	
ECON	302	Intermediate Microeconomics	3
ECON	310	Money and Banking	3
ECON	420	Regional Economic Analysis.....	3
FIN	3/400	Elective	3
BUSAD	480	Business Consulting	3
MGMT	414	Entrepreneurship	3
Business Electives (3/400-level)		6	
		TOTAL 24	

Requirements for the Economics Major with Finance Emphasis

Courses	Titles	Credits	
ECON	302	Intermediate Microeconomics	3
ECON	310	Money and Banking	3
FIN	3/400	Electives.....	12
Business Electives 3/400-level.....		6	
		TOTAL 24	

Requirements for the Economics Minor (Open to Accounting, Management, and non-business majors only)

Courses	Titles	Credits	
ACCTG	201	Financial Accounting	3
ECON	201	Principles of Macroeconomics	3
ECON	202	Principles of Microeconomics	3
ECON	302	Intermediate Microeconomics.....	3
ECON	310	Money and Banking.....	3
MGMT	201	Principles of Management.....	3
One elective from the following.....		3	
ECON	420	Regional Economic Analysis	3
FIN	3/400	Elective	3
BUSAD	480	Business Consulting	3
MGMT	414	Entrepreneurship.....	3
		TOTAL 21	

Requirements for the Finance Minor (Open to Accounting, Management, and non-business majors only)

Courses	Titles	Credits	
ACCTG	201	Financial Accounting	3
ECON	201	Principles of Macroeconomics	3
ECON	202	Principles of Microeconomics	3
FIN	330	Principles of Finance	3
FIN	3/400	Electives	6
MGMT	201	Principles of Management.....	3
		TOTAL 21	

A GPA of 2.000 or higher is required for the minors.

INTEGRATED BSBA/MBA (3 PLUS 2 PROGRAM)

Admission Requirements

The BSBA/MBA program is unique. It allows qualified students to earn both a BSBA and an MBA concurrently.

Students are required to take the Graduate Management Admissions Test (GMAT). An admission index formula of 200 times the undergraduate GPA (4.000 system) plus the GMAT score is used as an admission score. The undergraduate GPA must be based on a minimum of 90 semester hours of course work including MGMT 201, FIN 330, and MKTG 340. Students must have a minimum GPA of 3.5 and a GMAT of at least 450 (i.e., an index of 1100) to be admitted to the program. Students may also take the GRE and must receive a minimum of 152 on the Verbal Reasoning and a 152 on the Quantitative Reasoning to be admitted to the program.

GMAT writing score must be 4.5 or higher to waive BUSAD 592. GRE writing score must be a minimum of 3.5 to waive BUSAD 592.

Prior to enrolling in the first 500-level course, students are expected to have completed a significant portion of the requirements for their undergraduate major and must have submitted an acceptable GMAT.

NOTE: Students are strongly encouraged to complete an internship prior to enrolling in graduate-level courses.

General Requirements

Students in the integrated BSBA/MBA program must complete:

- The Undergraduate Business Core (excluding BUSAD 302, MGMT 301, MGMT 311, and MGMT 485);
- BUSAD 493;
- A major within the Hasan School of Business; and
- All remaining specified MBA courses.

In addition, students must satisfy all GPA requirements for the BSBA and the MBA (see the MBA listing under the *Graduate Programs* section of the catalog).

MBA Core

Courses	Titles	Credits
ACCTG 510	Managerial Accounting.....	3
BUSAD 502	Business Ethics and Environment	3
BUSAD 575	International Business	3
ECON 510	Economics for Managers.....	3
FIN 530	Financial Management	3

MGMT 511	Production/Operations Management.....	3
MGMT 520	Management of Organizational Behavior	3
MGMT 565	Management Information Systems.....	3
MGMT 585	Management Policy & Strategy	3
MKTG 540	Marketing Management.....	3

In addition, the following MBA courses must be completed:

Courses	Credits
Approved Graduate Electives	6
TOTAL GRADUATE	36

In summary, the integrated degree plan has the following requirements:

General Education	36
Open Electives	15
Business Core.....	*33
Business Major.....	24
MBA requirements	36
INTEGRATED DEGREE TOTAL	144

*ECON 201 and ECON 202 are counted in General Education.

Independent Studies, Directed Studies, Internships, and Special Projects will not be substituted for core or required courses. They may count only as electives.

Students who complete part of the integrated degree plan but decide to opt out of the MBA program and continue towards earning **only** the BSBA are granted credit towards the BSBA for 500-level courses taken as follows:

500-Level Course Taken	300- and 400-Level Course Credit
ACCTG 510	ACCTG 495
BUSAD 502	BUSAD 302
ECON 510	MGMT 311
MGMT 511	MGMT 301
MGMT 520	MGMT 485
MGMT 585	MKTG 495
MKTG 540	
ACCTG, BUSAD, ECON, FIN, MGMT, MKTG	
575	475

INTEGRATED BS-CIS/MBA (3 PLUS 2 Program)

Admission Requirements

The BS-CIS/MBA program is unique. It allows qualified students to earn both a BS degree in CIS and an MBA concurrently.

Students are required to take the Graduate Management Admissions Test (GMAT). An admission index formula of 200 times the undergraduate GPA (4.000 system) plus the GMAT score is used as an admission score. The undergraduate GPA must be based on a minimum of 90 semester hours of course work, including MGMT 201, FIN 330, and MKTG 340. Students must have a minimum GPA of 3.5 and a GMAT of at least 450 (i.e., an index of 1100) to be admitted to the program. Students may also take the GRE and must receive a minimum of 152 on the Verbal Reasoning and a 152 on the Quantitative Reasoning to be admitted to the program.

GMAT writing score must be 4.5 or higher to waive BUSAD 592. GRE writing score must be a minimum of 3.5 to waive BUSAD 592.

Prior to enrolling in the first 500-level course, students are expected to have completed a significant portion of the requirements for their undergraduate major and must have submitted an acceptable GMAT.

NOTE: Students are strongly encouraged to complete an internship prior to enrolling in graduate-level courses.

General Requirements

Students in the integrated BS-CIS/MBA program must complete:

- The CIS required and required-related courses excluding CIS 350 and CIS 432;
- ACCTG 201, ECON 202, FIN 330 and MKTG 340;
- The CIS major within the Hasan School of Business; and
- All remaining specified MBA courses.

In addition, students must satisfy all GPA requirements for the BS in CIS and the MBA (see the MBA listing under the *Graduate Programs* section of the catalog).

Special Projects and Internships will not be substituted for required CIS major courses. Independent Studies will not be substituted for required MBA courses.

MBA Required Courses

Courses	Titles	Credits
ACCTG 510	Managerial Accounting.....	3
BUSAD 502	Business Ethics and Environment.....	3
ECON 510	Economics for Managers.....	3
FIN 530	Financial Management.....	3
MGMT 511	Production/Operations Management.....	3
MGMT 520	Management of Organizational Behavior	3
MGMT 585	Management Policy & Strategy	3
MKTG 540	Marketing Management.....	3

In addition, the following CIS courses must be completed:

Courses	Titles	Credits
CIS 532	Senior Professional Project	6
CIS 550	Data Base Systems.....	3
CIS 581	IT Implementation OR	
CIS 582	IT Strategy.....	3

TOTAL GRADUATE 36

In summary, the integrated degree plan has the following requirements:

General Education	36
Quantitative Analysis.....	10
Required-related Courses	9
Courses toward Business Administration Minor	13
CIS Required Courses	31
CIS Elective Courses	9
MBA Requirements.....	36

INTEGRATED DEGREE TOTAL 144

Students who complete part of the integrated degree plan but decide to opt out of the MBA program and continue toward earning **only** the BS in CIS are granted credit toward the BS for 500-level courses taken as follows:

500-Level Course Taken		300- and 400-Level Course Credit	
ACCTG 510		ACCTG	495
BUSAD 502		BUSAD	302
ECON 510		MGMT	311
MGMT 511		MGMT	301
MGMT 520		MGMT	485
MGMT 585		MKTG	495
MKTG 540		CIS	432
CIS 532		CIS	350
CIS 550			
CIS 581			
CIS 582			

INTEGRATED BS-CM/MBA (3 PLUS 2 Program)

Admission Requirements

The BS-CM/MBA program is unique. It allows qualified students to earn both a BS degree in Construction Management and an MBA concurrently.

Students are required to take the Graduate Management Admissions Test (GMAT). An admission index formula of 200 times the undergraduate GPA (4.000 system) plus the GMAT score is used as an admission score. The undergraduate GPA must be based on a minimum of 90 semester hours of course work, including MGMT 201, FIN 330, and MKTG 340. Students must have a minimum GPA of 3.5 and a GMAT of at least 450 (i.e., an index of 1100) to be admitted to the program. Students may also take the GRE and receive a 152 on the Verbal Reasoning and a 152 on the Quantitative Reasoning to be admitted to the program.

GMAT writing score must be 4.5 or higher to waive BUSAD 592. GRE writing score must be a minimum of 3.5 to waive BUSAD 592.

Prior to enrolling in the first 500-level course, students are expected to have completed a significant portion of the requirements for their undergraduate major and must have submitted an acceptable GMAT.

NOTE: Students are strongly encouraged to complete an internship prior to enrolling in graduate-level courses.

General Requirements

Students in the integrated BS-CM/MBA program must complete:

- ACCTG 201, ECON 202, FIN 330 and MKTG 340;
- The CM Required Course Core (excluding BUSAD 302, replaced by BUSAD 502)
- The CM major within the College of Education, Engineering and Professional Studies and;
- All remaining specified MBA courses.

In order to minimize additional credits being required BS-CM/MBA students must take the graduate courses MGMT 520, MGMT 511, and MGMT 585 in place of the 9 credits of Technical and Management Electives. If CM majors take different undergraduate courses, they will still be required take the needed MBA courses to complete both degrees.

In addition, students must satisfy all GPA requirements for the BS in CM and the MBA (see the MBA listing under the *Graduate Programs* section of the catalog).

Special Projects and Internships will not be substituted for required CM major courses. Independent Studies will not be substituted for required MBA courses.

MBA Core

Courses	Titles	Credits
ACCTG 510	Managerial Accounting.....	3
BUSAD 502	Business Ethics and Environment.....	3
BUSAD 575	International Business.....	3
ECON 510	Economics for Managers.....	3
FIN 530	Financial Management.....	3
MGMT 511	Production/Operations Management.....	3
MGMT 520	Management of Organizational Behavior.....	3
MGMT 565	Management Information Systems.....	3
MGMT 585	Management Policy & Strategy.....	3
MKTG 540	Marketing Management.....	3

In addition, the following MBA courses must be completed:

Courses	Credits
Approved Graduate Electives	6
TOTAL GRADUATE	
	36

In summary, the integrated degree plan has the following requirements:

General Education	33
Introduction to Computers.....	3
Business and Management	*18
Construction Management Major	58
Technical and Management Electives.....	9
MBA requirements	36
INTEGRATED DEGREE TOTAL	
	148

*ECON 201 and ECON 202 are counted in General Education.

Independent Studies, Directed Studies, Internships, and Special Projects will not be substituted for core or required courses. They may count only as electives.

Students who complete part of the integrated degree plan but decide to opt out of the MBA program and continue towards earning **only** the BSBA are granted credit towards the BSBA for 500-level courses taken as follows:

500-Level Course Taken	300- and 400-Level Course Credit
ACCTG 510	ACCTG 495
BUSAD 502	BUSAD 302
ECON 510	ECON 308
MGMT 511	MGMT 311
MGMT 520	MGMT 301
MGMT 585	MGMT 485

MKTG 540	MKTG 495
ACCTG, BUSAD, ECON, FIN, MGMT, MKTG	
575	475

MGMT 565	Management Information Systems.....	3
MGMT 585	Management Policy and Strategy.....	3
MKTG 540	Marketing Management	3

NON-INTEGRATED BS, BA/MBA

SUB-TOTAL 30

The BS, BA/MBA program is unique. It allows qualified students to earn both a Bachelor's degree, and an MBA concurrently.

In addition to the MBA core, each student must complete two approved electives..... 6

Students from all disciplines would be eligible to participate in a non-integrated BS, BA/MBA opportunity. . The requirements for admission are, the students must have completed 90 credits or more in their respective major, and have a cumulative GPA of 3.5 or higher. The students must also take the following required leveling courses:

TOTAL PROGRAM REQUIREMENT..... 36

- ACCTG 201, BUSAD 265 or MATH 156, ECON 202, FIN 330, MGMT 201 and MKTG 340 and the GPA of those courses must also have a 3.5 or higher before admission to graduate program.
- All students participating in this program will be required to take the GMAT and get a 450 or higher before being admitted into the program.

A student can use up to 12 credits of elective from his/her respective major for MBA courses once he/she has been admitted into the program.

A student who earns two "C" or lower grades in graduate-level courses is placed on probation. If a third "C" or lower grade is earned, the student is automatically dismissed from the program.

Students who complete part of the integrated degree plan but decide to opt out of the MBA program and continue towards earning **only** the undergraduate degree can use the MBA courses toward the undergraduate degree but cannot later use them to pursue the MBA degree.

The MBA degree will be conferred upon students who successfully complete a minimum of 36 hours of approved course work with a minimum GPA of 3.000. The curriculum includes the following 36 credits which are taken by all MBA students.

MBA CORE

Core Courses	Titles	Credits
ACCTG 510	Managerial Accounting.....	3
BUSAD 502	Business Ethics and Environment.....	3
BUSAD 575	International Business	3
ECON 510	Economics for Managers.....	3
FIN 530	Financial Management	3
MGMT 511	Production/Operations Management	3
MGMT 520	Management of Organizational Behavior	3

COURSE DESCRIPTION INFORMATION

Colorado State University-Pueblo does not offer all the courses listed in this catalog every semester or every year.

Each semester the University creates an on-line course offering module listing a detailed schedule of courses offered and the times and places of instruction. Courses listed in the on-line course offering module are subject to change.

EXPLANATORY NOTES

Numbering of Courses

Course numbering is based on the content level of material presented in courses.

Courses numbered:

000-099	Remedial; do not count toward graduation or student level
100-299	Freshmen/Sophomore level (lower division)
300-499	Junior/Senior level (upper division)
500-699	Graduate level
900-999	Post-master's

Variable Credit Courses

(1-3 VAR) indicates variable credit; the minimum and maximum credit limitations. An example:

494 Field Experience (1-5 VAR)

Off-campus individual experience providing transition from classroom instruction to on-the-job experience. Supervised by instructor and job supervisor. Prerequisite: senior standing and permission of instructor.

Cross-listed Courses

Courses in which students may earn credit under either (but not both) of two prefixes (e.g., SOC or HIST) for the same offering.

Corequisite

A requirement which must be taken concurrently with another course of instruction.

Prerequisite

A requirement which must be fulfilled before a student can enroll in a particular course.

Minimum Grade for Prerequisite

The University policy for prerequisite grades is a C; however, the department has the authority to override individual course requirements.

Repeatable

Some specified courses may be repeated for credit. These courses are designated by the word Repeatable in the Course Description section of this catalog. The number after the word Repeatable indicates the maximum number of credits that may be used toward degree requirements.

General Education Courses

- E Written Communication (English Composition)
- M Quantitative Reasoning (Mathematics)
- H Humanities
- SS Social Science
- HS History
- ST Natural and Physical Science
- GT Guaranteed transfer to Colorado two-year and four-year institutions

Cross Cultural Requirement

- CC Course meets Cross-Cultural requirement

Cancellation of Courses

The University reserves the right to cancel courses not selected by an adequate number of students or not suitably staffed by qualified faculty.

KEYS TO SYMBOLS

Course descriptions include a variety of symbols conveying essential information. The following standard course description with explanation of symbols serves as a model:

MUS 127 Functional Piano I: Beginning 1(0-2)

For students with no piano experience. Introduces fundamentals, with emphasis on providing skills necessary for successful completion of the Proficiency Exam. May be repeated. (F,S) Repeatable (2)

MUS.....course prefix

127.....course number

Functional Piano I: Beginning ..course title

1(0-2).....number of credits (clock hours in lecture per week – clock hours in laboratory demonstration or studio experiences per week)

“For students”explanation of course content

(F,S).....taught fall, spring

Repeatable (2).....course may be repeated and counted toward graduation for a maximum of 2 credits

Note: Not all of the above information may be noted in each course. Additional symbols include:

F Taught fall semester

Course Description Information

S	Taught spring semester
SS	Taught summer session
*	Offered upon demand
O	Taught odd numbered years
E	Taught even numbered years
VAR	Variable credit course
L	Suffix indicating lab course
IP	Grade of IP (In Progress) available
S/U	Grade of S or U available

DS	–	Diversity Studies
ECE	–	Early Childhood Education
ECON	–	Economics
ED	–	Education
EE	–	Electrical Engineering
EN	–	Engineering
ENG	–	English
ESL	–	English as a Second Language
EXHP	–	Exercise Science and Health Promotion
FIN	–	Finance
FRN	–	French
GEOG	–	Geography
GEOL	–	Geology
GER	–	German
HIST	–	History
HONOR	–	Honors
INTL	–	International Studies
ITL	–	Italian
MATH	–	Mathematics
MCCNM	–	Mass Communications/Center New Media
ME	–	Mechanical Engineering
MGMT	–	Management
MKTG	–	Marketing
MSL	–	Military Science and Leadership
MUS	–	Music
NPA	–	Non-Profit Administration
NSE	–	National Student Exchange
NSG	–	Nursing
PHIL	–	Philosophy
PHYS	–	Physics
PLP	–	President's Leadership Program
POLSC	–	Political Science
PSYCH	–	Psychology
RDG	–	Reading
REC	–	Recreation
SCI	–	Science
SOC	–	Sociology
SOCSC	–	Social Science
SPN	–	Spanish
SW	–	Social Work
US	–	University Studies
WANR	–	Wildlife and Natural Resources
WL	–	World Language
WS	–	Women's Studies

UNIVERSITY-WIDE “HOUSE-NUMBERED” COURSES

200, 300, 400, 500, 600, 900	Workshop
290, 390, 490, 590, 690, 990	Special Project
291, 391, 491, 591, 691, 991	Special Topics
292, 392, 492, 592, 692, 992	Research
293, 393, 493, 593, 693, 993	Seminar
294, 394, 494, 594, 694, 994	Field Experience
295, 395, 495, 595, 695, 995	Independent Study
296, 396, 496, 596, 696, 996	Cooperative Ed Pl.
297, 397, 497, 597, 697, 997	Studio Series
298, 398, 498, 598, 698, 998	Internship
599, 699, 999	Thesis Research

COURSE PREFIXES

Courses of instruction are identified by the following approved prefixes:

ACCTG	–	Accounting
AIM	–	Automotive Industry Management
ANTHR	–	Anthropology
AREC	–	Agribusiness
ART	–	Art
ASL	–	American Sign Language
AT	–	Athletic Training
BIOL	–	Biology
BUSAD	–	Business Administration
CBASE	–	Communities to Build Active STEM Engagement
CET	–	Civil Engineering Technology
CHEM	–	Chemistry
CIS	–	Computer Information Systems
CLDE	–	Culturally and Linguistically Diverse Education
CM	–	Construction Management
COMR	–	Communication & Rhetoric
CONED	–	Continuing Education
CR	–	Continuous Registration
CRIM	–	Criminology
CS	–	Chicano Studies
CTL	–	Center for Teaching and Learning

COURSE DESCRIPTIONS

ACCOUNTING (ACCTG)

UNDERGRADUATE COURSES

ACCTG 201 Principles of Financial Accounting 3(3-0)
Introduction to accounting as the language of business. Emphasis on reasoning and logic of external reporting model. May include computer-based applications. Prerequisite: MATH 109 or MATH 121 or MATH 156 or BUSAD 265. (*)

ACCTG 202 Principles of Managerial Accounting 3(3-0)
Managerial uses of accounting information, including cost-based, decision making, differential accounting, and responsibility accounting. May include computer-based applications. Prerequisite: ACCTG 201, (*)

ACCTG 301 Intermediate Accounting I 3(3-0)

Conceptual framework, accounting cycle, financial statements, time value of money, revenue recognition, and accounting for cash, receivables, inventory, and long-term assets. Prerequisite: ACCTG 202 and junior standing. (F)

ACCTG 302 Intermediate Accounting II 3(3-0)

Investments, liabilities, bonds, leases, income taxes, pensions, employee benefit plans, shareholder equity, earnings per share, accounting changes and errors, and the statement of cash flows. Prerequisite: ACCTG 301. (S)

ACCTG 311 Federal Income Tax 3(3-0)

Federal income tax as applied to income recognition, exclusions from income and property transactions of individuals. Introduction to tax research resources and techniques. Prerequisite: ACCTG 202. (F)

ACCTG 320 Cost Accounting 3(3-0)

Accounting procedures applicable to industries with emphasis on job order process costs, standard cost and profit planning including differential costs, internal profit and price policies, and capital budgeting. Prerequisite: ACCTG 202 and junior standing. (S)

ACCTG 330 Accounting Information Systems 3(3-0)

The study of design and implementation of accounting information systems. Attention directed to the traditional accounting model and its relationship to computerized accounting information systems. Prerequisite: ACCTG 201. (F)

ACCTG 401 Advanced Financial Accounting 3(3-0)

Application of fundamental theory to partnerships, international operations, consolidated statements, and business combinations; introduction to government. Prerequisite: ACCTG 302. (S)

ACCTG 404 CPA Law 3(3-0)

Business law as found in the Regulation section of the Uniform CPA examination. Prerequisite: senior standing, accounting major. (F)

ACCTG 410 Auditing 3(3-0)

A study of the systematic process by which external financial statements and other management assertions are verified and reported upon by independent, internal, and governmental auditors. Prerequisite: ACCTG 302 and 330. (F)

ACCTG 411 Corporate, Estate and Gift Tax 3(3-0)

Taxation of corporations, partnerships, estates/trusts. Analysis of mergers and dissolution of corporations. Introduction to estate/gift taxes and international taxation. Prerequisite: ACCTG 311. (*)

ACCTG 412 Advanced Auditing 3(3-0)

Study of auditing and attestation services in the public accounting environment with special emphasis on auditing methodologies and research. Prerequisite: ACCTG 410 or instructor permission. (S)

ACCTG 415 Accounting Ethics 3(3-0)

Accounting Ethics focuses on teaching students the standards of right and wrong, using various real-life corporate failures. Students apply ethical standards to solve problems. Prerequisites: ACCTG 410. (S)

ACCTG 491 Special Topics (1-3 VAR)

(*) Repeatable (6)

ACCTG 495 Independent Study (1-3 VAR)

Prerequisite: senior standing, accounting major and adviser permission. (*) Repeatable (6)

ACCTG 498 Internship (1-6 VAR)

Supervised field work in selected business, social and governmental organizations; supplemented by written reports. (S/U grading.) Prerequisite: junior or senior standing in School of Business and permission of internship coordinator. (*) Repeatable (6)

GRADUATE COURSES**ACCTG 501 Fundamentals of Accounting 1.5(1.5-0)**

This class, as an MBA leveling course, provides a basic understanding of financial reporting accounting, including the accounting cycle, financial statement preparation, and internal controls. Prerequisite: admission to MBA. (*)

ACCTG 505 Principles of Financial Accounting 3(3-0)

Introduction to accounting as the language of business. Emphasis on reasoning and logic of external reporting model. May include computer-based applications. (*)

ACCTG 510 Managerial Accounting 3(3-0)

Accounting concepts and methods utilized in managerial planning, budgeting, controlling, and evaluating to optimize decision making. Prerequisite: admission to MBA or permission of MBA Director. (*)

ACCTG 511 Tax Planning and Research 3(3-0)

Advanced study of tax research methodology, IRS and professional guidelines on tax positions, appreciation of research skills, planning techniques to individual, corporate, partnership cases. Prerequisite: ACCTG 311. (*)

ACCTG 520 Advanced Cost Management Systems 3(3-0)

Cost systems supporting new management philosophies—JIT, total quality management, continuous improvement, process reengineering. Activity-based costing, target costs, cost of quality. Prerequisite: ACCTG 320 and admission to MBA or permission of MBA Director. (*)

ACCTG 591 Special Topics 3(3-0)

Critical review and discussion of relevant accounting topics. (*) Repeatable (6)

ACCTG 595 Independent Study (1-3 VAR)

Individual study of a subject determined by the instructor and student with permission of the director. Prerequisite: admission to MBA or permission of MBA Director. (*) Repeatable (6)

AUTOMOTIVE INDUSTRY MANAGEMENT (AIM)

A grade of C or better is required for prerequisite courses.

UNDERGRADUATE COURSES

AIM 105 Introduction to the Parts and Service Industry 1(1-0)

Introduction to the industry from viewpoint of history, social impact, organization structure, manpower needs, and future growth. (F)

AIM 115 Automotive Engine Design, Operation and Repair 5(3-4)

Design, operation and repair techniques of current and future automotive engines. (F)

AIM 125 Automotive Suspension and Brake Systems 3(3-0)

Design and theory of front and rear automotive suspensions, steering, and brake systems. (F)

AIM 125L Automotive Suspension and Brake Systems Lab 1(0-2)

Corequisite: AIM 125. (F)

AIM 155 Automotive Parts Operations 4(4-0)

Study of automotive industry management theory and styles of store operations including customer service skills, associate interaction, managerial responsibilities. Product and parts catalog knowledge/advertising. (F)

AIM 165 Automotive Power Trains and Drive Lines 3(3-0)

Design and theory of standard and automatic transmissions, clutches, drive lines, differentials, and transaxles. Corequisite: AIM 165L. (S)

AIM 165L Automotive Power Trains and Drive Lines Lab 1(0-2)

Corequisite: AIM 165. (S)

AIM 235 Automotive Fuel Systems and Exhaust Emissions 3(3-0)

Design and theory of automotive fuel systems, fuel injection, and supercharging; functions and design of automotive emissions systems. Prerequisite: AIM 115 and AIM 245. Corequisite: AIM 235L. (S)

AIM 235L Automotive Fuel Systems and Exhaust Emissions Systems Lab 1(0-2)

Corequisite: AIM 235. (S)

AIM 245 Automotive Electrical Systems I 3(3-0)

Design and theory of operation of automotive electrical circuits; ignition, starting, charging, and accessory circuits, with study of diagnostic equipment used to diagnose system malfunctions. (F)

AIM 245L Automotive Electrical Systems Laboratory I 1(0-2)

Corequisite: AIM 245. (F)

AIM 255 Automotive Electrical Systems II 3(3-0)

Design and operational theory of solid state ignitions systems and computer-controlled systems including engine, braking,

transmission, emission, and comfort systems. Prerequisite: AIM 245/245L. Corequisite: AIM 255L. (S)

AIM 255L Automotive Electrical Systems II Lab 1(0-2)

Corequisite: AIM 255. (S)

AIM 265 Automotive Parts Management Systems 4(3-2)

A study of automotive parts service management software systems utilized by industry in distribution, inventory, basic procedures. Prerequisite: AIM 155. (S)

AIM 296 Cooperative Education Placement (1-5 VAR)

Supervised industrial field work. Prerequisite: freshman or sophomore standing, AIM major. (F,S)

AIM 305 Regulatory, Enviro, Health Issues 3(3-0)

A study of automotive regulatory issues to include, OSHA, SDS, environmental and concerns. (F)

AIM 325 Fuels and Lubricant Production, Marketing and Conservation 3(3-0)

Petroleum industry; basic production processes, marketing techniques, alternate fuel sources, and conservation techniques. (F)

AIM 335 Automotive Shop Practices 5(2-6)

Diagnosis of electrical, fuel, engine, brake and transmission systems; study of service management and service writer duties. Prerequisite: AIM 125/125L, 165/165L, 235/235L, 255/255L and AIM 345. (S)

AIM 345 Advanced Automotive Systems 5(3-4)

Theory and lab experience on new concepts in automotive electrical, fuel and suspension systems. Prerequisite: AIM 125/125L, 165/165L, 235/235L, 255/255L. (F)

AIM 405 Personal Selling Methods and Techniques 4(3-2)

Research, preparation and presentation methods and techniques for selling in the automotive milieu. (F)

AIM 425 Automotive Financial Management 5(4-2)

A study of financial management and analysis used by automotive aftermarket and original equipment businesses. Prerequisite: AIM 155 and AIM 265. (S)

AIM 490 Special Projects (1-5 VAR)

Special interest area. (*) Repeatable (10)

AIM 491 Special Topics (1-5 VAR)

(F,S) Repeatable (10)

AIM 495 Independent Study (1-4 VAR)

Directed, independent study of topics agreed upon by the student and instructor. (F,S,SS) Repeatable (10)

AIM 496 Cooperative Education Placement (1-5 VAR)

Supervised industrial field work. Prerequisite: junior or senior standing, AIM major. (F,S) Repeatable (10)

ANTHROPOLOGY (ANTHR)

UNDERGRADUATE COURSES

ANTHR 100 Cultural Anthropology 3(3-0)

Introduction to the concepts by which anthropology understands particular lifestyles, and to the constructs by which it accounts for similarities and differences among lifestyles. (F,S) (Gen Ed: SS, GT-SS3) (CC)

ANTHR 101 Biological Anthropology 3(3-0)

This course examines humans as biological organisms from an evolutionary perspective. Other primates and the significance of genetic diversity in modern human populations are discussed. Corequisite: ANTHR 101L. (*)

ANTHR 101L Biological Anthropology Lab 1(0-2)

The lab will reinforce and extend student understanding of biological anthropological concepts. Corequisite: ANTHR 101. (*)

ANTHR 105 (PSYCH 105, SOC 105, WS 105) Understanding Human Diversity 3(3-0)

Americans live in a complex and diverse society. This course examines the nature, impact and strategies for dealing with diversity in personal and social contexts. (*)

ANTHR 106 (ENG 106) Language, Thought and Culture 3(3-0)

Cross-cultural introduction to language processes in human society. (*) (Gen Ed: SS) (CC)

ANTHR 201 World Prehistory I 3(3-0)

An examination of the human lineage focusing on major cultural events from Miocene apes to the Mesolithic. (*)

ANTHR 202 World Prehistory II 3(3-0)

An examination of major cultural events from the Neolithic to early civilizations. (*)

ANTHR 212 (CRIM 212) The Forensics of Bones 3(3-0)

Familiarize students with the basic procedures used by forensic anthropologists to obtain evidence in criminal investigations. (*)

ANTHR 291 Special Topics (1-3 VAR) (*) Repeatable

ANTHR 301 Introduction to Archaeology 3(3-0)

This course describes how modern archaeologists acquire and interpret archaeological evidence. (*)

ANTHR 314 (SOC 314) Religion, Culture, and Society 3(3-0)

Cross-cultural concepts and practices of the supernatural are studied. A holistic analysis to the role of religion in cultures and society. Prerequisites: ANTHR 100 or SOC 101. (*)

ANTHR 315 (SOC 315) Health, Culture and Society 3(3-0)

Cross-cultural concepts and approaches to health are studied. A holistic analysis of medicine as a cultural system as opposed to a biological one. Prerequisites: ANTHR 100 or SOC 101. (*)

ANTHR 316 (SOC 316) Age, Culture and Society 3(3-0)

Cross-cultural concepts and approaches to age are studied. A holistic analysis of the life course focusing on societal and

cultural perceptions. Prerequisites: ANTHR 100 or SOC 101. (*)

ANTHR 321 (CRIM 321, SOC 321) Cross-Cultural Perspective on Crime 3(3-0)

An examination of crime in non-western societies with a comparison to crime and punishment in modern American society. Prerequisite: ANTHR 100 or SOC 101 or CRIM 101. (*)

ANTHR 341 Archaeology of Ancient N. America 3(3-0)

A review of the diversity of North-American prehistoric cultures. (*)

ANTHR 357 (CRIM 357, SOC 357) Immigration 3(3-1)

Examines migration processes, with a particular focus on immigration to the United States. Migration patterns are analyzed considering social, political, and historical context, including structural global patterns. (*)

ANTHR 491 Special Topics (1-3 VAR) (*) Repeatable

ANTHR 492 Research (1-3 VAR)

Qualitative and quantitative methods and designs in anthropological research. (S/U grading) Prerequisite: junior or senior standing and permission of instructor. (*) Repeatable (3)

ANTHR 493 Seminar (2-4 VAR) (*)

ANTHR 494 Field Experience (1-12 VAR)

Practical experience in an agency setting. Prerequisite: junior or senior standing and permission of instructor. (*) Repeatable

ANTHR 495 Independent Study (1-3 VAR)

Directed study for students interested in specific areas of anthropological concern. Prerequisite: permission of instructor. (*) Repeatable

AGRICULTURE AND RESOURCE ECONOMICS (AREC)

Courses with AREC prefix are online courses through Colorado State University – Fort Collins, in the Agriculture and Resource Economics major. These courses can be taken simultaneously through CSU-Pueblo and CSU-Fort Collins to complete the degree.

ART (ART)

A grade of C or better is required for prerequisite courses.

UNDERGRADUATE COURSES

ART 100 Visual Dynamics 3(3-0)

Appreciation and understanding of visual experiences and techniques reflecting the cultural dynamics of creativity. (F,S, SS) (Gen Ed: H, GT- AH1) (CC)

Course Description Information

ART 110 Art Career Orientation 1(1-0)

Guided development of individual job objectives. (S/U grading) (F)

ART 115 Two-Dimensional Design 3(1-4)

The foundation of visual form, emphasizing two-dimensional design and color theory. (F,SS)

ART 116 Three-Dimensional Design 3(1-4)

The foundation of visual form, emphasizing three dimensional design. (F,S)

ART 141 Drawing I 3(1-4)

Development of perception and technical skills in rendering. (F,S)

ART 211 History of Art I 3(3-0)

A survey of world art from prehistory to ca. 1300 CE. Introduces issues related to visual design, historical context, and interpretation of works of art. (F,*) (Gen Ed: H, GT-AH1) (CC)

ART 212 History of Art II 3(3-0)

A survey of world art from ca. 1300 CE to contemporary times. Introduces issues related to visual design, historical context and interpretation of works of art. (S,*) (Gen Ed: H, GT-AH1) (CC)

ART 233 Sculpture I 3(1-4)

Basic problems in sculpture relating specific concerns of visual form and process. Prerequisite: ART 116 or permission of instructor. (F,S)

ART 234 Painting I 3(1-4)

Introduction to painting in oil and acrylic where the control of space will be approached through the use of color. Prerequisite: ART 115 and ART 141 or permission of instructor. (F,S,SS)

ART 242 Drawing II 3(1-4)

Continued development of perception and technical skills in rendering, utilizing the human figure. Detail investigation of the skeleton and muscle forms are explored. Prerequisite: ART 141. (F,S)

ART 247 Ceramics I 3(1-4)

Essential skills in ceramic processes; emphasis on form and function as related to students' needs and creative intent. (F,S,SS)

ART 270 Printmaking I 3(1-4)

Introduction to multiple image production utilizing relief printing including woodcut, linocut and collagraph. Introduction to shop techniques, safety procedures and history of the medium. Prerequisite: Art core or permission of instructor. (F,S)

ART 274 Digital Art I 3(1-4)

This course is an introduction to two-dimensional Digital Art. The student will learn to create original imagery through the use of art-oriented software. (F)

ART 276 Photography I 3(1-4)

Photography as an art form and as an adjunct to other art media. Prerequisite: Art core or permission of instructor. (F,S)

ART 281 Graphic Design I 3(1-4)

A basic treatment of graphic processes and techniques related to advertising design and visual communication. Prerequisite: ART 115 and ART 141 or permission of instructor. (S)

ART 291 Special Topics (1-5 VAR)

(F,S,SS) Repeatable

ART 301 Late Twentieth-Century Aesthetics 3(3-0)

This course introduces the classic writings in ancient and modern philosophy theory and criticism informing American and European art of the late twentieth century. (SS)

ART 310 Portfolio Review 1(1-0)

Art majors must present a portfolio of their artwork or art history research prospectus for the art faculty to evaluate. Prerequisite: Art core classes. (S/U grading) (F)

ART 311 Ancient Art 3(3-0)

A study of the visual arts of the major civilizations of the ancient Mediterranean world, including Egypt, Greece and Rome. Prerequisite: ART 211. (*)

ART 312 Medieval Art 3(3-0)

A study of the art and architecture produced in Europe during the Middle Ages from ca. 325 to 1300 CE. Prerequisite: ART 211. (*)

ART 313 Renaissance Art 3(3-0)

A study of art and architecture in Italy and the Netherlands from ca. 1300 to 1600 CE. Prerequisite: ART 212. (*)

ART 314 Baroque and Rococo Art 3(3-0)

A study of art in Europe from ca. 1600 to 1785. Examines the diverse art forms in Italy, Spain, England, Holland and France. Prerequisite: ART 212. (*)

ART 315 Nineteenth-Century Art 3(3-0)

A study of art produced during the nineteenth-century in Europe and the Americas, with emphasis on France and the United States. Prerequisite: ART 212. (*)

ART 333 Sculpture II: Site Art 3(1-4)

Creating sculptural elements whose form and content are a response to its site and context. Prerequisite: ART 233 or permission of instructor. (F,S) Repeatable (9)

ART 334 Painting II 3(1-4)

Techniques in oil and acrylic emphasizing the application of materials to subject matter and composition. Prerequisite: ART 234 (F,S,SS)

ART 342 Drawing III 3(1-4)

Advanced course in pursuit of increased skills of perception and artistic anatomy. Prerequisite: ART 141, 242. (F,SS) Repeatable (9)

ART 347 Ceramics II 3(1-4)

In-depth development of specific ceramic techniques; skills and personalization of style. Students will load and fire all the kilns as well as mix glazes. Prerequisite: ART 247 or permission of instructor. (F,S,SS) Repeatable (9)

ART 370 Printmaking II 3(1-4)

Introduction to traditional and non-traditional methods of Intaglio printing including line etch, aquatint, dry point, resist

methods, photo processes and color printing. Prerequisite: ART 270. (F,S) Repeatable (9)

ART 374 Digital Art II 3(1-4)

Introduction to time-based Digital Art. The student will learn the creative potential of the art of the moving image through digital video oriented software. Prerequisite: ART 274. (S)

ART 376 Photography II 3(1-4)

Photography as an art form and an adjunct to other art media. Prerequisite: ART 276. (S)

ART 381 Graphic Design II 3(1-4)

Intermediate graphic design techniques including typography, pre-press and client relations. Prerequisite: ART 281 or permission of instructor. (F)

ART 382 Illustration 2(0-4)

Images rendered in varying techniques to express ideas related to commercial application. Prerequisite: ART 381 or permission of instructor. (F,S,SS)

ART 383 Exhibition Design 2(0-4)

Communication and design principles applied to the display of objects. Special attention to museum and gallery installations. Prerequisite: permission of instructor. (F,S,SS)

ART 397 Studio Series (1-3 VAR)

Advanced studio offerings for students who have completed all other course offerings in a specific discipline. Scheduled concurrently with lower-division studios. Prerequisite: permission of instructor. (F,S,SS) Repeatable (9)

ART 410 Senior Career Orientation 1(1-0)

Formal presentation of student's portfolio or art history research to the art faculty. Senior exhibition, artist's statement, resumes and job placement interviews. Prerequisite: senior standing. (S/U grading) (S)

ART 411 Twentieth-Century Art 3(3-0)

A survey of major developments in the visual arts, art theory, and criticism during the twentieth century. Prerequisite: ART 212. (F)

ART 412 Contemporary Art (1-3 VAR)

A study of selected recent developments in the visual arts. Reading, viewing, and discussion of new developments in media, art theory and criticism. Prerequisite: ART 411. (*)

ART 413 Native American Art 3(3-0)

A study of art and visual design in Native North American cultures from prehistory to contemporary times. Prerequisite: ART 212. (*)

ART 414 Asian Art 3(3-0)

A survey of art from major cultures of Asia and the Far East from ancient to contemporary times. Prerequisite: ART 211. (*)

ART 415 Latin American Art 3(3-0)

A survey of art of Latin America from ancient to the contemporary times. Includes Chicano art. Prerequisite: ART 212. (*)

ART 433 Advanced Site Art 3(1-4)

Advanced projects in Site Art that involve the presentation and creation of site specific sculptural forms. Prerequisite: ART 333 or permission of instructor. (F,S) Repeatable (9)

ART 434 Painting III 3(1-4)

Advanced painting with an emphasis on individual development. Focus pertains to formal, pictorial and technical problems met in developed personal imagery. Prerequisite: ART 334. (F,S,SS) Repeatable (9)

ART 442 Drawing IV 3(1-4)

Emphasis on development of individual skills of perception and exploration of new techniques and materials. May be repeated twice. Prerequisite: ART 342. (F,SS) Repeatable (9)

ART 447 Advanced Ceramics/Kiln Construction 3(1-4)

This course explores advanced theories and techniques involved in working with clay: forming, firing, glazing, kiln design and construction. Prerequisite: ART 347 or permission of instructor. (F,S,SS) Repeatable (9)

ART 470 Printmaking III 3(1-4)

Introduction to lithography printing using stones, aluminum plates and photo processes in black and white and multiple color techniques. Prerequisite: ART 370. (F,S) Repeatable (9)

ART 474 Digital Art III 3(1-4)

In this course the student will learn to further develop the potential of Digital Art through the exploration of internet art, video and sound art. Prerequisite: ART 374. (F) Repeatable (9)

ART 476 Photography III 3(1-4)

Students are encouraged to pursue specific areas of interest, and advance their personal imagery while continuing study of postmodern themes in contemporary photography. Prerequisite: ART 376. (F,S) Repeatable (9)

ART 481 Advanced Graphic Design I 3(1-4)

Using advanced principles, this workshop operates as a professional studio with designers, an art director, production manager, copywriter, computer manager, etc., producing posters, logos and brochures. Prerequisite: ART 281, 381 or permission of instructor. (S) Repeatable (9)

ART 491 Special Topics (1-5 VAR) (F,S,SS) Repeatable

ART 494 Field Experience (1-5 VAR)

Off-campus individual experience providing transition from classroom instruction to on-the-job experience. Prerequisite: senior standing and permission of instructor. (F,S,SS)

ART 495 Independent Study (1-5 VAR)

Individual tutorial experience. Prerequisite: junior or senior standing and permission of instructor. (F,S,SS)

ART 496 Cooperative Education Placement (1-4 VAR)

Prerequisite: permission of instructor. (F,S,SS)

ART 497 Studio Series (1-3 VAR)

Advanced sections of studio offerings. Prerequisite: ART 397 or permission of instructor. (F,S,SS) Repeatable

GRADUATE COURSES

ART 500 Workshop (1-5 VAR)

Using materials and techniques based on advanced concepts and ideas. Prerequisite: permission of instructor and graduate standing. (F,S,SS) Repeatable

ART 511 Twentieth-Century Art (1-3 VAR)

Graduate study of artists, their biographies and art, politics and culture, from the middle of the nineteenth through the end of the twentieth century. Prerequisite: permission of instructor. (F,S,SS) Repeatable

ART 512 Contemporary Art 3(3-0)

Advanced study in contemporary art and associated criticism, aesthetics and the philosophy of art through the end of the twentieth century. Prerequisite: ART 212 or permission of instructor. (*)

ART 533 Graduate Level Sculpture/Public Art 3(0-6)

Graduate level work in sculpture/public art including explorations in content, context, critique and techniques. Prerequisite: three semesters of undergraduate sculpture or permission of instructor. (F,S) Repeatable

ART 534 Graduate Painting 3(1.5-3)

Explore principles, theories, and techniques in contemporary painting: content/imagery, materials and paint handling, work in a series, exhibition, historical research, aesthetic discussion and critiques. Prerequisite: Admission to graduate Teacher Education program, ART 242 and ART 434. (F, S) Repeatable

ART 542 Graduate Drawing 3(1-4)

Professional drawing practices utilizing quality papers and display presentation. Prerequisite: ART 412. (*)

ART 547 Ceramics (1-3 VAR)

Graduate level work in clay including explorations in ceramic content, context, critique and techniques (forming, firing and glazing). Prerequisite: three semesters of undergraduate ceramics or permission of instructor. (F,S,SS) Repeatable

ART 570 Graduate Printmaking 3(0-6)

Graduate students will develop their personal, creative approach to image making through innovative exploration of relief, intaglio or lithography. Prerequisite: ART 470. (*)

ART 574 Graduate Digital Art 3(1.5-3)

Explore principles, theories, and techniques in contemporary digital art: content/imagery, work in a series, exhibition, historical research, aesthetic discussion and critiques. Prerequisite: Admission to graduate Teacher Education program, ART 334, ART 242, ART 474 (or equivalents of all courses). (F, S) Repeatable

ART 576 Graduate Photography 3(1.5-3)

Explore principles, theories, and techniques in contemporary photography: content/imagery, programs, appropriate media output, work in a series, exhibition, historical research, aesthetic discussion and critiques. Prerequisite: Admission to graduate Teacher Education program, Art 374 and Art 476 (or equivalents of all courses), or permission of instructor. (F, S) Repeatable

ART 591 Special Topics (1-3 VAR)

Prerequisite: permission of instructor and graduate standing. (F,S,SS) Repeatable

ART 597 Studio Series (1-3 VAR)

Graduate level studies. Prerequisite: permission of instructor. (F,S,SS) Repeatable

AMERICAN SIGN LANGUAGE (ASL)

UNDERGRADUATE COURSES

ASL 101 Beginning American Sign Language I 3(3-0)

Development of skills for communicative interaction with and among the deaf by means of hand symbolization and cultural understanding. (F) (Gen Ed: H) (CC)

ASL 102 Beginning American Sign Language II 3(3-0)

Continuation of the development of skills for communicative interaction with and among the deaf by means of hand symbolization and cultural understanding. Prerequisite: ASL 101 or permission of instructor. (S) (Gen Ed: H) (CC)

ASL 201 Intermediate American Sign Language I 3(3-0)

Development of intermediate skills for communicative interaction with and among the deaf by means of hand symbolization and cultural understanding. Prerequisite: ASL 102. (*) (Gen Ed: H) (CC)

ASL 202 Intermediate American Sign Language II 3(3-0)

Development of intermediate to advanced skills for communicative interaction with and among the deaf by means of hand symbolization and cultural understanding. Prerequisite: ASL 102. (*) (Gen Ed: H) (CC)

ATHLETIC TRAINING (AT)

UNDERGRADUATE COURSES

AT 101 Introduction to Athletic Training 2(2-0)

Introduction to the profession and overview of the fundamentals of athletic training. (F,S)

AT 102 Introduction to Allied Health 2(2-0)

Introduction to allied health professions, education requirements, required certifications, accreditation and employment opportunities. (F, S)

AT 232 First Aid 2(1-1)

Knowledge and skills in current first-aid and CPR procedures for the Lay Responder. Red Cross certification. (F,S,SS)

AT 233 Emergency Care in Athletic Training 1(1-1)

CPR/AED training for the Professional Rescuer. Also, covers other emergency care skills used by athletic trainers. Prerequisite: AT 232 with a grade of B or better. (F,S,SS)

AT 234 Emergency Care 2(1-2)

Study of emergency care of injuries/illnesses, including the assessment of vital signs, splinting and emergency transport. Overview of injuries/illnesses associated with sudden death. Prerequisite: AT 232 and AT 260. (F, S)

AT 260 Injury/Illness Care and Prevention 3(2-2)

Study of prevention and care of injuries and illnesses commonly sustained in an active population. (F,S)

AT 279 Practicum in Athletic Training I 2(0-4)

Instruction, practice and evaluation of assigned NATA psychomotor competencies and clinical proficiencies. Prerequisite: AT 232 with a grade of B or better and AT 260 with a grade of C or better. (F,S)

AT 291 Special Topics (1-5 VAR) (F,S) Repeatable**AT 301 Physical Assessment 3(2-2)**

Study of physical assessments including bone/soft tissue palpations, vital signs, goniometry, manual muscle testing, neurological testing, postural assessment, functional movement screening and documentation of results. Prerequisite: BIOL 223/223L and BIOL 224/224L. (F, S)

AT 323 Functional Exercise Training 2(1-2)

Course applications include exercise program design, aspects of functional training, and components of various types of exercise regimens as related to injury prevention and recovery. Prerequisite: EXHP 364. (S)

AT 330 Lower Extremity Evaluation 3(2-2)

An in-depth study of assessment techniques and protocols applicable to injuries to the lower extremities. Prerequisite: AT 279 with a grade of B or better, BIOL 223, 223L with grades of C or better and approval of program director. (F)

AT 331 Upper Extremity Evaluation 3(2-2)

An in-depth study of assessment techniques and protocols applicable to injuries to the upper extremities. Prerequisite: AT 279 with grade of B or better, BIOL 223, 223L with grades of C or better and approval of program director. (S)

AT 332 Head, Neck, and Spine Evaluation 3(2-2)

An in-depth study of assessment techniques and protocols applicable to injuries to the head, neck and spine. Prerequisite: AT 330 and AT 331 with a grade of C or better. (F)

AT 339 Clinical Pathology and Assessment 3(2-2)

Study of differential signs and symptoms produced by systemic diseases affecting physical activity in individuals to enable the athletic trainer in making sound clinical decisions. Prerequisite: AT 330 with a grade of C or better, or approval of program director. (S)

AT 379 Practicum in Athletic Training II 1(0-2)

Continued instruction, practice and evaluation of clinical proficiencies, and clinical experience. Prerequisite: AT 279 with grade of B or better and approval of the program director. (F)

AT 389 Practicum in Athletic Training III 1(0-2)

Continued instruction, practice and evaluation of clinical proficiencies, and clinical experience. Prerequisite: AT 379 with grade of B or better. (S)

AT 400 Workshop (1-5 VAR)

Learning experiences in athletic training offered in a large block of time not corresponding to the weekly meeting times of the regular course offerings. Prerequisite: approval of the program director. (*) Repeatable

AT 419 Clinical Experience I 3(3-0)

Initial supervised experience in the clinical setting by a clinical preceptor. Prerequisite: Acceptance into clinical portion of program and approval of the program director. Corequisite: AT 379. (F,S)

AT 420 Clinical Experience II 3(3-0)

Supervised experience in the clinical setting by a clinical preceptor. Prerequisite: AT 379 and 419 with a grade of B or better. Corequisite: AT 389. (S)

AT 421 Clinical Experience III 3(3-0)

Supervised experience in the clinical setting by a clinical preceptor. Prerequisite: AT 420. Corequisite: AT 479. (F)

AT 422 Clinical Experience IV 3(3-0)

Supervised experience in the clinical setting by a clinical preceptor. Prerequisite: AT 479 and AT 421 with a grade of B or better. Corequisite: AT 489. (S)

AT 430 Therapeutic Modalities 3(2-2)

Study of theories and application of modalities used in the athletic training setting for the treatment of injuries. Prerequisite: AT 279 with grade of B or better and approval of program director. (F)

AT 431 Therapeutic Exercise 3(2-2)

Study of current rehabilitation theories and application in the athletic training setting. Prerequisite: AT 430 with a grade of C or better and approval of the program director. (F)

AT 443 Administration in Athletic Training 3(3-0)

An examination of current topics in athletic training including legal liability, athletic training administration issues, and budgetary concerns. Prerequisite: approval by program director. (S)

AT 479 Practicum in Athletic Training IV 1(0-2)

Continued instruction, practice and evaluation of clinical proficiencies, and clinical experience. Prerequisite: AT 389 with a grade of B or better. (F)

AT 488 BOC Test Prep 1(0-2)

Instruction, practice, evaluation and application of the Clinical Proficiencies and education competencies of NATA. Prerequisite: AT 479 with a grade of B or better. Corequisite: AT 489 (S)

AT 489 Practicum in Athletic Training V 1(0-2)

Continued instruction, practice and evaluation of clinical proficiencies, and clinical experience. Prerequisite: AT 479 with a grade of B or better. (S)

AT 491 Special Topics (1-5 VAR)

Prerequisite: permission of program director. (*) Repeatable

AT 494 Field Experience (1-5 VAR)

Learning experience to be conducted in athletic training related clinical environment and supervised by the athletic training education program. Prerequisite: approval of program director. (S/U grading) (*) Repeatable

AT 495 Independent Study (1-5 VAR)

Prerequisite: approval of program director. (S/U grading) (*) Repeatable

BIOLOGY (BIOL)**UNDERGRADUATE COURSES****BIOL 100 Principles of Biology 3(3-0)**

Introduction to basic principles common to all facets of biology. Topics include a brief history of biology, the scientific method, the diversity of life, cell structure and reproduction, and metabolism. Corequisite: BIOL 100L. (F,S) (Gen Ed: ST, GT-SC2)

Course Description Information

BIOL 100L Principles of Biology Lab 1(0-2)

To expose the student to problem-solving skills emphasizing the importance of observation and data accumulation. Corequisite: BIOL 100. (F,S) (Gen Ed: ST, GT-SC1)

BIOL 112 Nutrition 3(3-0)

Analysis of personal dietary habits and behavior in relation to basic human nutritional needs and food composition. (F,S)

BIOL 121 Environmental Conservation 3(3-0)

Historical review of humankind's interrelationship with and impact on the natural environment. Basic principles of ecology and current issues relating to the use of natural resources and environmental problems. Corequisite: BIOL 121L. (F,S,SS) (Gen Ed: ST, GT-SC2)

BIOL 121L Environmental Conservation Lab 1(0-2)

Field studies to accompany BIOL 121. Corequisite: BIOL 121. (F,S,SS) (Gen Ed: ST, GT-SC1)

BIOL 171 First Year Seminar 1(1-0)

Biology majors entering the program are provided guidance on studying and skills specific to science. Biological career diversity and planning for degree completion are discussed. (F,S)

BIOL 181 College Biology I/Organismal Bio 3(3-0)

Biological diversity and structure-function relationships, evolution and ecology. Prerequisite: Math placement at college algebra level or higher. BIOL 100/100L is recommended. Corequisite: BIOL 181L. (F,S) (Gen Ed: ST, GT-SC2)

BIOL 181L College Biology I/Organismal Bio Lab 1(0-2)

Corequisite: BIOL 181. (F,S) (Gen Ed: ST, GT-SC1)

BIOL 182 College Biology II/Cellular Biology 3(3-0)

Continuation of BIOL 181. Basic cell structure and function, reproduction and heredity. Prerequisites: BIOL 181/181L and CHEM 121/121L. Corequisite: BIOL 182L. (F,S) (Gen Ed: ST, GT-SC2)

BIOL 182L College Biology II/Cellular Bio Lab 1(0-2)

Prerequisite: BIOL 181/181L and CHEM 121/121L. Corequisite: BIOL 182. (F,S) (Gen Ed: ST, GT-SC1)

BIOL 183 College Biology I Recitation 1(1-0)

Critical thinking for College Biology I topics. Corequisite: BIOL 181. (S/U grading) (F,S)

BIOL 184 College Biology II Recitation 1(1-0)

Critical thinking for College Biology II topics. Corequisite: BIOL 182. (S/U grading) (F,S)

BIOL 201 Botany 2(2-0)

Forms, basic structures, relationships, life histories and evolutionary trends of representatives of the major autotrophic plant groups. Prerequisite: BIOL 181/181L and BIOL 182/182L. Corequisite: BIOL 201L. (S) (Gen Ed: ST, GT-SC2)

BIOL 201L Botany Laboratory 2(0-4)

Prerequisite: BIOL 181/181L and BIOL 182/182L. Corequisite: BIOL 201. (S) (Gen Ed: ST, GT-SC1)

BIOL 202 Zoology 2(2-0)

Study of structure, function, evolution, biodiversity, behavior, and ecology of vertebrates and invertebrates, including protozoans and human parasites. Prerequisite: BIOL

181/181L and BIOL 182/182L. Corequisite: BIOL 202L. (F) (Gen Ed: ST)

BIOL 202L Zoology Laboratory 2(0-4)

Prerequisite: BIOL 181/181L and BIOL 182/182L. Corequisite: BIOL 202. (F) (Gen Ed: ST)

BIOL 203 Zoology Recitation 1(1-0)

Recitation to accompany BIOL 202. Corequisite: BIOL 202/202L. (S/U grading) (F)

BIOL 206 Introduction to Microbiology 3(3-0)

For students of nursing and allied health. Applied aspects of medical microbiology. Prerequisite: BIOL 100/100L or BIOL 223/223L; and CHEM 111/111L. Corequisite: BIOL 206L. (F)

BIOL 206L Introduction to Microbiology Lab 1(0-3)

Corequisite: BIOL 206. (F)

BIOL 220 Medical Terminology 2(2-0)

Basic prefixes, word roots, combining forms and suffixes of medical terminology and human anatomy are covered, including pronunciation and patient charting. (S)

BIOL 223 Human Physiology and Anatomy I 3(3-0)

Study of human physiology and anatomy designed for students who require or desire a thorough understanding of the functional and structural aspects of the human body. Not for the majority of biology majors except Teacher Education. Topics include body orientation, physiologically important molecules, the cell, tissues, integument, skeleton, muscle, nervous system, and special senses. BIOL 100/100L and CHEM 111/111L are highly recommended. Corequisite: BIOL 223L. (F,S) (Gen Ed: ST, GT-SC2)

BIOL 223L Human Physiology and Anatomy I Lab 1(0-2)

Corequisite: BIOL 223. (F,S) (Gen Ed: ST, GT-SC1)

BIOL 224 Human Physiology and Anatomy II 3(3-0)

Structure and function of the human body. Topics include endocrine systems, respiration, digestion, metabolism, excretion, fluid-electrolyte balance, cardiovascular and reproductive functions and special senses. Prerequisite: BIOL 223/223L. Corequisite: BIOL 224L. (F,S) (Gen Ed: ST, GT-SC2)

BIOL 224L Human Physiology and Anatomy II Lab 1(0-2)

Corequisite: BIOL 224. (F,S) (Gen Ed: ST, GT-SC1)

BIOL 291 Special Topics (1-4 VAR) (F,S,SS) Repeatable

BIOL 292 Research (1-3 VAR)

Faculty directed research project for undergraduate student. May be repeated for a maximum of 3 credits, total. Prerequisite: approval of department chair. (F,S,SS) Repeatable (3)

BIOL 294 Field Experience (1-4 VAR)

Volunteer work experience under program director, department coordinator and faculty supervisor. (S/U grading) (F,S,SS) Repeatable

BIOL 301 General Microbiology 3(3-0)

Introduction to the bacteria and viruses, including microbial genetics and physiology. Prerequisite: BIOL 182/182L, and CHEM 301/301L. CHEM 302/302L and MATH 221 are strongly recommended. Corequisite: BIOL 301L. (F)

BIOL 301L General Microbiology Lab 2(0-4)

Corequisite: BIOL 301. (F)

BIOL 302 Medical Microbiology 2(2-0)

Survey of pathogenic bacteria, viruses and fungi Prerequisite: BIOL 301/301L or BIOL 206/206L. Corequisite: BIOL 302L. (S,O)

BIOL 302L Medical Microbiology Lab 2(0-4)

Prerequisite: BIOL 301L or BIOL 206L. Corequisite: BIOL 302. (S,O)

BIOL 321 Comparative Vertebrate Anatomy 3(3-0)

Comparative study of developmental and functional anatomy of vertebrate animals. Prerequisite: BIOL 202/202L. Corequisite: BIOL 321L. (S)

BIOL 321L Comparative Vertebrate Anatomy Lab 2(0-4)

Prerequisite: BIOL 202/202L. Corequisite: BIOL 321. (S)

BIOL 350 Mendelian and Population Genetics 2(2-0)

Survey of basic Mendelian genetics, genetic mapping and population genetics. Prerequisite: BIOL 182/182L, and MATH 121. MATH 156 is strongly recommended. (F,S)

BIOL 351 Molecular Biology and Genetics 2(2-0)

Study of the molecular flow of genetic information, gene regulation and cancer genetics. Prerequisite: BIOL 350 and CHEM 122/122L. (F,S)

BIOL 351L Advanced Genetics and Molecular Biology Laboratory 2(0-4)

Molecular biology investigations of gene regulation and recombinant DNA. Prerequisite: BIOL 350 and CHEM 122/122L. Corequisite: BIOL 351. (S)

BIOL 352 Evolutionary Biology and Ecology 3(3-0)

Historical view of the theory of evolution with emphasis on the relationship between organisms and the environment, and the mechanisms and forces that produce evolutionary change. Prerequisite: BIOL 181/181L and BIOL 182/182L. BIOL 350 is recommended. (F,S)

BIOL 378 Laboratory in Teaching Biology 1(0-2)

Laboratory preparation, safety, instruction and methods under the guidance and supervision on an instructor. Prerequisite: approval of instructor. (F,S) Repeatable

BIOL 392 Research (1-3 VAR)

Faculty directed research project for undergraduate student. May be repeated for a maximum of 3 credits, total. Prerequisite: approval of department chair. (F,S,SS) Repeatable (3)

BIOL 394 Field Experience (1-4 VAR)

Volunteer work experience under program director, program coordinator, and faculty supervisor (S/U grading) (F,S,SS) Repeatable

BIOL 402 Immunology 3(3-0)

Humoral and cell-mediated immunity including immune disorders and theories of immunological techniques. Prerequisite: BIOL 301/301L. (S)

BIOL 403 Virology 3(3-0)

Molecular aspects of viral infection of bacteria, plants, and animals including viral replication, host range, host defenses,

antiviral drugs, and viral ecology. Prerequisite: BIOL 301 or BIOL 351. Corequisite: BIOL 403L. (F,E)

BIOL 403L Virology Lab 1(0-2)

Prerequisite: BIOL 301 or BIOL 351. Corequisite: BIOL 403. (F,E)

BIOL 412 Cellular Biology 3(3-0)

Structural and functional organization of the cell, life cycles of cells, intracellular digestion, protein synthesis and cell death. Prerequisite: CHEM 301/301L, BIOL 301/301L and BIOL 351. CHEM 302/302L is strongly recommended. Corequisite: BIOL 412L. (S)

BIOL 412L Cellular Biology Lab 1(0-3)

Prerequisite: CHEM 301/301L, BIOL 301/301L, and BIOL 351. Corequisite: BIOL 412. (S)

BIOL 413 Plant Physiology 2(2-0)

Thorough examination of general physiology and function of plant body systems. Prerequisite: BIOL 201/201L and CHEM 301/301L. Corequisite: BIOL 413L. (S,O)

BIOL 413L Plant Physiology Lab 2(0-4)

Prerequisite: BIOL 201/201L and CHEM 301/301L. Corequisite: BIOL 413. (S,O)

BIOL 414 Vertebrate Physiology 3(3-0)

General physiology and the functions of animal and human body systems. Prerequisite: BIOL 202 and CHEM 301/301L. CHEM 302/302L and MATH 156 are strongly recommended. Corequisite: BIOL 414L. (F)

BIOL 414L Vertebrate Physiology Lab 1(0-2)

Corequisite: BIOL 414. (F)

BIOL 421 Histology 2(2-0)

A microscopic study of vertebrate tissues and organs. Prerequisite: BIOL 182/182L and CHEM 122/122L. Corequisite: BIOL 421L. (S,O)

BIOL 421L Histology Lab 2(0-4)

Corequisite: BIOL 421. (S,O)

BIOL 432 Developmental Biology 2(2-0)

Theory and principles of the development of representative vertebrate and invertebrate animals, with particular emphasis on the frog, chick, and Drosophila. Prerequisite: BIOL 351. Corequisite: 432L. (*)

BIOL 432L Developmental Biology Lab 2(0-4)

Corequisite: BIOL 432. (*)

BIOL 440 Advanced Biotechniques 2(2-0)

Advanced laboratory-based class covering important cellular/molecular techniques and instruments. Topics include Flow cytometry, Advanced Microscopy, Molecular Cloning, CRISPR, Western Blots, and Quantitative PCR. Prerequisite: BIOL 351 and BIOL 301. Corequisite: BIOL 440L. (F, O)

BIOL 440L Advanced Biotechniques Lab 2(0-2)

Advanced laboratory-based class covering important cellular/molecular techniques and instruments. Topics include Flow cytometry, Advanced Microscopy, Molecular Cloning, CRISPR, Western Blots, and Quantitative PCR. Prerequisite: BIOL 351, BIOL 301. Corequisite: BIOL 440. (F, O)

Course Description Information

BIOL 441 Freshwater Invertebrate Zoology 2(2-0)

Classification, phylogeny, systematics, morphology, physiology, and natural history of freshwater invertebrates inclusive of insects. Prerequisite: BIOL 202/202L. Corequisite: BIOL 441L. (S,O)

BIOL 441L Freshwater Invertebrate Zoology Lab 2(0-4)

Corequisite: BIOL 441. (S,O)

BIOL 443 Limnology 2(2-0)

Biology, chemistry and physics of lakes and rivers. Prerequisite: BIOL 201/201L and BIOL 202/202L. Corequisite: BIOL 443L. (S,E)

BIOL 443L Limnology Lab 2(0-4)

Corequisite: BIOL 443 (S,E)

BIOL 452 Advanced Microscopy 2(2-0)

Theory and application of microscopy to the biological sciences. Includes preparation of cells and tissues for examination, scope, operation, and image analysis. Prerequisite: BIOL 301/301L or permission of instructor. Corequisite: BIOL 452L. (*)

BIOL 452L Advanced Microscopy Lab 2(0-4)

Corequisite: BIOL 452. (*)

BIOL 453 Ecology 2(2-0)

Interrelationships among organisms and their environment, employing quantitative methods and conceptual models. Prerequisite: BIOL 352 and MATH 221 or MATH 126. Corequisite: BIOL 453L. (F,E)

BIOL 453L Ecology Field Studies 2(0-4)

Corequisite: BIOL 453. (F,E)

BIOL 454 Behavioral Ecology 3(3-0)

Evolution and adaptive significance of animal behaviors with a focus on current research. Prerequisite: BIOL 352 or permission of instructor. (F,O)

BIOL 461 Applied Geospatial Technology (GIS/GPS) 3(3-0)

Theory and practice of using Geographic Information Systems (GIS) and Global Positioning Systems (GPS) for geographic data analysis, and to georeference data. (F,O)

BIOL 462 Environmental Policy & Management 3(3-0)

Scientific basis of environmental regulations applied to air/water quality, solid waste, and hazardous waste; technologies and procedures used by generators to achieve compliance. Prerequisite: BIOL 352. (S,O)

BIOL 465 Environmental Toxicology 3(3-0)

Basic principles of toxicology, interaction of xenobiotics with living organisms and the environment, and the impact of pollutants on the ecosystem. Prerequisite: BIOL 181/181L and BIOL 182/182L. CHEM 302/302L is strongly recommended. (F,E)

BIOL 473 Med. Tech. Clinical Rotation I 12(5-14)

Coursework and clinical training in an affiliated medical laboratory sciences facility. Specific course of study determined by facility. Prerequisite: consent of instructor. (*)

BIOL 474 Med. Tech. Clinical Rotation II 12(5-14)

Coursework and clinical training in an affiliated medical laboratory sciences facility. Specific course of study determined by facility. Prerequisite: consent of instructor. (*)

BIOL 475 Med. Tech. Clinical Rotation III 6(3-6)

Coursework and clinical training in an affiliated medical laboratory sciences facility. Specific course of study determined by facility. Prerequisite: consent of instructor. (*)

BIOL 479 Ichthyology 2(2-0)

The morphology, taxonomy and ecology of fishes; an introduction to fishery biology and aquaculture. Field trips are an integral part of the course. Prerequisite: BIOL 202/202L. Corequisite: BIOL 479L. (F,O)

BIOL 479L Ichthyology Lab 1(0-2)

Corequisite: BIOL 479. (F,O)

BIOL 481 Entomology 2(2-0)

Evolutionary biology and management of insects. Impact of arthropods on the balance of nature. Medical and veterinary entomology. Arthropods as vectors of human and animal diseases. Prerequisite: BIOL 202/202L. Corequisite: BIOL 481L. (F,O)

BIOL 481L Entomology Lab 1(0-2)

Corequisite: BIOL 481. (F,O)

BIOL 482 Herpetology 2(2-0)

Diversity, anatomy, physiology, evolution, and ecology of reptiles of amphibians. Emphasis will be placed on novel evolutionary adaptations within the major taxa. Prerequisite: BIOL 202 and 202L. Corequisite: BIOL 482L. (*)

BIOL 482L Herpetology Lab 1(0-1)

Herpetology Lab. Prerequisite: BIOL 202 and 202L. Corequisite: BIOL 482. (*)

BIOL 483 Mammalogy 2(2-0)

Evolution, classification and biology of mammals; practice in identifying and preparing specimens. Prerequisite: BIOL 202/202L. Corequisite: BIOL 483L. (S,E)

BIOL 483L Mammalogy Lab 1(0-2)

Corequisite: BIOL 483. (S,E)

BIOL 484 Ornithology 2(2-0)

Classification, life history, laboratory and field identification of birds. Prerequisite: BIOL 202/202L. Corequisite: BIOL 484L. (S,O)

BIOL 484L Ornithology Lab 1(0-2)

Corequisite: BIOL 484. (S,O)

BIOL 485 Plant Taxonomy 2(2-0)

Identification of the common vascular plant families of Colorado with an emphasis on the flowering plants; study of their systematic relationships. Prerequisite: BIOL 201/201L. Corequisite: BIOL 485L. (F)

BIOL 485L Plant Taxonomy Lab 2(0-4)

Corequisite: BIOL 485. (F)

BIOL 486 Field Botany 3(3-0)

Principles and applications of field techniques used in vegetation assessment, surveys, and vegetation monitoring. Prerequisite: BIOL 201/201L. (*)

BIOL 491 Special Topics (1-4 VAR) (F,S,SS) Repeatable**BIOL 492 Research (1-3 VAR)**

Faculty directed research project for undergraduate student. May be repeated for a maximum of 3 credits, total. Prerequisite: approval of department chair. (F,S,SS) Repeatable (3)

BIOL 493 Seminar 1(1-0)

Seminar for majors and minors concerning unique, current, or unusual topics in biology. Speakers may include guests, faculty, or students. Required of majors. Prerequisite: senior standing and completion of all biology core courses. (F,S)

BIOL 494 Field Experience (1-4 VAR)

Volunteer work experience under program director, program coordinator and faculty supervisor. (S/U grading). (F,S,SS) Repeatable

BIOL 495 Independent Study (1-4 VAR)

Prerequisite: junior standing, biology major, permission of instructor and department. (F,S,SS) Repeatable

BIOL 498 Internship (5-15 VAR)

Work experience in the Biology discipline under the combined supervision of the selected organization and a faculty member. Prerequisite: permission of department chair. (S/U grading) (F,S,SS) Repeatable

GRADUATE COURSES**BIOL 502 Immunology 3(3-0)**

Humoral and cell-mediated immunity including immune disorders and theories of immunological techniques. Prerequisite: BIOL 301/301L. (S)

BIOL 503 Virology 3(3-0)

Molecular aspects of viral infection of bacteria, plants, and animals including viral replication, host range, host defenses, antiviral drugs, and viral ecology. Prerequisite: BIOL 301 or BIOL 351. Corequisite: BIOL 503L. (F,E)

BIOL 503L Virology Lab 1(0-2)

Prerequisite: BIOL 301 or BIOL 351. Corequisite: BIOL 503. (F,E)

BIOL 510 Foundations in Graduate Studies 3(3-0)

Laboratory safety. Effective sourcing, use, and interpretation of the literature. Scientific methodology, writing, and review of research ethics. Development of a thesis or internship plan. Prerequisite: admission into MS program. (F)

BIOL 512 Cellular Biology 3(3-0)

Structural and functional organization of the cell, life cycles of cells, intracellular digestion, protein synthesis and cell death. Prerequisite: CHEM 301/301L, BIOL 301/301L and BIOL 351. CHEM 302/302L is strongly recommended. Corequisite: BIOL 512L. (S)

BIOL 512L Cellular Biology Lab 1(0-3)

Corequisite: BIOL 512 (S)

BIOL 513 Plant Physiology 2(2-0)

Thorough examination of general physiology and function of plant body systems. Prerequisite: BIOL 201/201L and CHEM 301/301L. Corequisite: BIOL 513L. (S,O)

BIOL 513L Plant Physiology Lab 2(0-4)

Prerequisite: BIOL 201/201L and CHEM 301/301L. Corequisite: BIOL 513. (S,O)

BIOL 514 Vertebrate Physiology 3(3-0)

General physiology and the functions of animal and human body systems. Prerequisite: BIOL 202 and CHEM 301/301L. CHEM 302/302L and MATH 156 are strongly recommended. Corequisite: BIOL 514L. (F)

BIOL 514L Vertebrate Physiology Lab 1(0-1)

Vertebrate Physiology Lab. Prerequisite: BIOL 202 and CHEM 301/301L. CHEM 302/302L and MATH 156 are strongly recommended. Corequisite: BIOL 514. (F)

BIOL 521 Histology 2(2-0)

A microscopic study of vertebrate tissues and organs. Prerequisite: BIOL 182/182L and CHEM 122/122L. Corequisite: BIOL 521L. (S,O)

BIOL 521L Histology Lab 2(0-4)

Corequisite: BIOL 521. (S,O)

BIOL 532 Developmental Biology 2(2-0)

Theory and principles of the development of representative vertebrate and invertebrate animals, with particular emphasis on the frog, chick, and Drosophila. Prerequisite: BIOL 351. Corequisite: BIOL 532L. (*)

BIOL 532L Developmental Biology Lab 2(0-4)

Corequisite: BIOL 532. (*)

BIOL 540 Advanced Biotechniques 2(2-0)

Advanced laboratory-based class covering important cellular/molecular techniques and instruments. Topics include Flow cytometry, Advanced Microscopy, Molecular Cloning, CRISPR, Western Blots, and Quantitative PCR. Prerequisite: BIOL 351 and BIOL 301. Corequisite: BIOL 440L. (F, O)

BIOL 540L Advanced Biotechniques Lab 2(0-2)

Advanced laboratory-based class covering important cellular/molecular techniques and instruments. Topics include Flow cytometry, Advanced Microscopy, Molecular Cloning, CRISPR, Western Blots, and Quantitative PCR. Prerequisite: BIOL 351, BIOL 301. Corequisite: BIOL 440. (F, O)

BIOL 541 Freshwater Invertebrate Zoology 2(2-0)

Classification, phylogeny, systematics, morphology, physiology, and natural history of freshwater invertebrates inclusive of insects. Prerequisite: BIOL 202/202L. Corequisite: BIOL 541L. (S,O)

BIOL 541L Freshwater Invertebrate Zoology Lab 2(0-4)

Corequisite: BIOL 541. (S,O)

BIOL 543 Limnology 2(2-0)

Biology, chemistry, and physics of lakes and rivers. Prerequisite: BIOL 201/201L and BIOL 202/202L. Corequisite: BIOL 543L. (S,E)

BIOL 543L Limnology Lab 2(0-4)

Corequisite: BIOL 543. (S,E)

BIOL 552 Advanced Microscopy 2(2-0)

Theory and application of microscopy to the biological sciences. Includes preparation of cells and tissues for examination, scope operation, and image analysis. Corequisite: BIOL 552L. (*)

Course Description Information

BIOL 552L Advanced Microscopy Lab 2(0-4)

Corequisite: BIOL 552. (*)

BIOL 553 Ecology 2(2-0)

Interrelationships among organisms and their environment, employing quantitative methods and conceptual models. Prerequisite: BIOL 352 and MATH 221. Corequisite: BIOL 553L. (F,E)

BIOL 553L Ecology Field Studies 2(0-4)

Corequisite: BIOL 553. (F/E)

BIOL 554 Behavioral Ecology 3(3-0)

Evolution and adaptive significance of animal behaviors with a focus on current research. Prerequisite: BIOL 352 or permission of instructor. (F,O)

BIOL 561 Applied Geospatial Technology (GIS/GPS) 3(3-0)

Theory and practice of using Geographic Information Systems (GIS) and Global Positioning Systems (GPS) for geographic data analysis, and to georeference data. (F,O)

BIOL 562 Environmental Policy & Management 3(3-0)

Scientific basis of environmental regulations applied to air/water quality, solid waste, and hazardous waste; technologies and procedures used by generators to achieve compliance. Prerequisite: BIOL 352. (S,O)

BIOL 565 Environmental Toxicology 3(3-0)

Basic principles of toxicology, interaction of the xenobiotics with living organisms and the environment, and the impact of pollutants on the ecosystem. Prerequisite: BIOL 182/182L. CHEM 302 is strongly recommended. (F,E)

BIOL 578 Practicum in Laboratory Instruction 1(0-2)

Laboratory preparation, instruction, and methods under the guidance and supervision of a professor. May be repeated for a maximum of 4 credits. Prerequisite: graduate standing or permission of department chair. (S/U grading) (F,S) Repeatable (4)

BIOL 579 Ichthyology 2(2-0)

The morphology, taxonomy and ecology of fishes; an introduction to fishery biology and aquaculture. Field trips are an integral part of the course. Prerequisite: BIOL 202/202L. Corequisite: BIOL 579L. (F,O)

BIOL 579L Ichthyology Lab 1(0-2)

Corequisite: BIOL 579. (F,O)

BIOL 581 Entomology 2(2-0)

Evolutionary biology and management of insects. Impact of arthropods on the balance of nature. Medical and veterinary entomology. Arthropods as vectors of human and animal diseases. Prerequisite: BIOL 202/202L. Corequisite: BIOL 581L. (F,O)

BIOL 581L Entomology Lab 1(0-2)

Corequisite: BIOL 581. (F,O)

BIOL 582 Herpetology 2(2-0)

Diversity, anatomy, physiology, evolution, and ecology of reptiles of amphibians. Emphasis will be placed on novel evolutionary adaptations within the major taxa. Prerequisite: BIOL 202 and 202L. Corequisite: BIOL 582L. (*)

BIOL 582L Herpetology Lab 1(0-1)

Herpetology Lab. Prerequisite: BIOL 202 and 202L. Corequisite: BIOL 582. (*)

BIOL 583 Mammalogy 2(2-0)

Evolution, classification and biology of mammals; practice in identifying and preparing specimens. Prerequisite: BIOL 202/202L. Corequisite: BIOL 583L. (S,E)

BIOL 583L Mammalogy Lab 1(0-2)

Corequisite: BIOL 583 (S,E)

BIOL 584 Ornithology 2(2-0)

Classification, life history, laboratory and field identification of birds. Prerequisite: BIOL 202/202L. Corequisite: BIOL 584L. (S,O)

BIOL 584L Ornithology Lab 1(0-2)

Corequisite: BIOL 584. (S,O)

BIOL 585 Plant Taxonomy 2(2-0)

Identification of common vascular plant families of Colorado with an emphasis on the flowering plants; study of their systematic relationships. Prerequisite: BIOL 201/201L. Corequisite: BIOL 585L. (F)

BIOL 585L Plant Taxonomy Lab 2(0-4)

Corequisite: BIOL 585. (F)

BIOL 586 Field Botany 3(3-0)

Principles and applications of field techniques used in vegetation assessment, surveys, and vegetation monitoring. Prerequisite: graduate standing. (*)

BIOL 588 Internship Seminar 1(1-0)

Graduate internship presentation and examination for completion of MS degree option within the Graduate Programs in Natural Sciences. Prerequisite: graduate standing. (F,S,SS)

BIOL 589 Thesis Defense 1(1-0)

Thesis presentation for completion of MS degree option within the Graduate Programs in Natural Sciences. Prerequisite: graduate standing. (F,S,SS)

BIOL 591 Special Topics (1-4 VAR) (F,S,SS) Repeatable

BIOL 592 Research (1-6 VAR)

Faculty directed research project for graduate students. Prerequisite: graduate standing and approval of department chair or program director. (S/U grading) (F,S,SS) Repeatable

BIOL 593 Seminar 1(1-0)

An interdisciplinary seminar on topics appropriate to the application of natural sciences. Prerequisite: BIOL 510. (*)

BIOL 595 Independent Study (1-4 VAR)

Prerequisite: graduate standing, biology major, permission of instructor and department. (F,S,SS)

BIOL 598 Internship (1-4 VAR)

Volunteer or paid work experience under the combined supervision of the selected organization and a faculty member. Prerequisite: graduate standing. (S/U grading) (F,S,SS)

BIOL 599 Thesis Research (1-6 VAR)

Repeatable for a maximum of 6 credits. Continued enrollment is dependent upon satisfactory progress in thesis work. Prerequisite: graduate standing and approval of department chair. (F,S,SS) Repeatable (6)

BUSINESS ADMINISTRATION (BUSAD)**UNDERGRADUATE COURSES****BUSAD 101 Business-Careers and Opportunities 1(1-0)**

Introduction to the world of business that will provide insights on careers, business disciplines, and the world of business. (F,S)

BUSAD 102 Introduction to Personal Finance 1(1-0)

This introductory course serves as a vehicle to deliver fundamental personal financial management skills to students, providing the tools necessary to make good financial decisions. (*)

BUSAD 211 Introduction to Study Abroad 1(1-0)

Course designed to inform students about the study abroad process in order to maximize their international learning experience. (*)

BUSAD 250 Business Law 3(3-0)

Explores the legal environment of business. Topics include contracts, torts, agency, ethical and criminal implications of business actions, and property laws. Prerequisite: ENG 101 and 102, BUSAD 101. (F,S)

BUSAD 265 Inferential Statistics and Problem Solving 3(3-0)

Statistical methods in business, sampling, parameter estimation, hypothesis testing, correlation, multiple regression and chi square tests. Use of problem solving methods. Prerequisite: MATH 121. (F,S)

BUSAD 270 Business Communications 3(3-0)

Means of extending management capabilities through effective internal and external communications, including data organization and presentation. Prerequisite: ENG 101 and 102. (F,S)

BUSAD 302 Ethics in Business 3(3-0)

Examination of issues addressing ethical, legal, social and environmental responsibilities of businesses toward government, customers, employees, and the general public. Prerequisite: BUSAD 270. (F,S)

BUSAD 360 Advanced Business Statistics 3(3-0)

Development of advanced statistical techniques to support business decision-making. Topics include advanced multiple regression analysis, analysis of variance and nonparametric techniques. Prerequisite: BUSAD 265. (F,S)

BUSAD 475 International Business 3(3-0)

Opportunities and problems of multinational firms including environmental factors and formulation of strategies and policies for all functional areas of business. Prerequisite: FIN 330, MGMT 301 and MKTG 340. (F,S)

BUSAD 480 Business Consulting 3(3-0)

Integrating prior studies in business into a realistic approach to assist in solving problems faced by selected firms and

organizations in the community. Prerequisite: BUSAD 360, FIN 330, MGMT 301, MGMT 311, and MKTG 340. (*)

BUSAD 490 Special Projects (1-6 VAR) (*) Repeatable (6)**BUSAD 491 Special Topics (1-3 VAR)**

Prerequisite: permission of instructor. (*) Repeatable (6)

BUSAD 493 Senior Seminar 1(1-0)

Designed to help majors draw connections among the business disciplines. The course provides an in-depth examination of contemporary issues in the business environment. Prerequisite: senior standing. (F,S)

BUSAD 495 Independent Study (1-3 VAR)

Prerequisite: senior standing and permission of department chair. (*) Repeatable (6)

BUSAD 498 Internship (1-6 VAR)

Supervised field work in selected business, social and governmental organizations; supplemented by written reports (S/U grading). Prerequisite: junior or senior standing in the School of Business and permission of internship coordinator. (*) Repeatable (6)

GRADUATE COURSES**BUSAD 501 Fundamentals of Statistics 3(3-0)**

This class prepares students to solve business problems using statistics and business research methods using statistical estimation, hypothesis testing, and advanced statistical methods. Prerequisite: admission to MBA. (*)

BUSAD 502 Business Ethics and Environment 3(3-0)

The impact of continued social, political, economic, technological, and legal pressures upon ethical business issues and managerial decision making. Prerequisite: admission to MBA or permission of MBA Director. (*)

BUSAD 505 Inferential Statistics and Problem Solving 3(3-0)

Statistical methods in business, sampling, parameter estimation, hypothesis testing, correlation, multiple regression and chi square tests. Use of problem solving methods. (*)

BUSAD 510 Academic Writing for MBA Students 1(1-0)

This course is designed to help prepare students for the rigors of academic writing at the graduate and professional levels. (S/U grading). (F)

BUSAD 545 Advanced Quantitative Analysis for Business 3(3-0)

This class prepares students to solve business problems using advanced quantitative methods and business modeling techniques. Prerequisite: admission to MBA. (*)

BUSAD 575 International Business 3(3-0)

The objective of this course is to familiarize students with the dynamics and complexity of managing business across the globe. Prerequisite: admission to MBA or permission of MBA Director. (*)

BUSAD 580 Business Research Methodology 3(3-0)

Fundamentals of qualitative and quantitative research design including development of hypothesis and assessment techniques in preparation for undertaking research projects.

Course Description Information

Prerequisite: admission to MBA or permission of MBA Director. (*)

BUSAD 591 Special Topics 3(3-0)

Prerequisite: admission to MBA or permission of MBA Director. (*) Repeatable (6)

BUSAD 592 Research (1-6 VAR)

The student will work under the close supervision of a graduate faculty member in basic or applied research resulting in a thesis or report of high academic quality. (IP and S/U grading) (*)

BUSAD 595 Independent Study (1-3 VAR)

Individual study of a subject determined by the instructor and student with permission of the director. Prerequisite: admission to MBA or permission of MBA Director. (*) Repeatable (6)

COMMUNITIES TO BUILD ACTIVE STEM ENGAGEMENT (CBASE)

UNDERGRADUATE COURSES

CBASE 291 Special Topics 0.5(1-3)

Provides students with a support network to learn, develop, and receive feedback on their scientific growth throughout the CBASE program. (*) Repeatable

CBASE 491 Special Topics 0.5(1-3)

Provides students with a support network to learn, develop, and receive feedback on their scientific growth throughout the CBASE program. (*) Repeatable

CIVIL ENGINEERING TECHNOLOGY (CET)

UNDERGRADUATE COURSES

CET 101 Intro to Civil Engineering Technology 2(1-2)

Introduction to the field of Civil Engineering Technology: review career opportunities, study the engineering design process, explore issues of professional ethics, and do team projects. (F)

CET 102 Surveying I 3(0-6)

Beginning course in plane surveying; covers proper chaining techniques, care and use of engineering levels, differential leveling, traversing, and construction surveying. (F)

CET 103 Surveying II 3(0-6)

Introduction to land, topographic, and construction surveying. Prerequisite: CET 102, or permission of instructor. Corequisite: CET 116. (S)

CET 115 Civil Drafting I 3(0-6)

An introduction to basic drafting, AutoCAD and Structural Detail drafting. Corequisite: CET 102. (F)

CET 116 Civil Drafting II 3(0-6)

An introduction to maps, traverses, contours, plans and profiles, cut and fills. An introduction to architectural plans,

elevations and section. Prerequisite: CET 115. Corequisite: CET 103. (S)

CET 202 Statics 3(3-0)

Basic concepts and application of static forces, couples, resultants, equilibrium, friction, frames, trusses, free body diagrams, and centroids. Prerequisite: MATH 122 or MATH 124. (F)

CET 206 Strength of Materials 4(3-2)

A study of the response of materials to loads with attention to stresses, strains, elastic and plastic responses to loading. Experiments demonstrate those principles. Prerequisite: CET 202. (S)

CET 207 Construction Materials and Methods 3(3-0)

Properties, uses and methods of assembly of building materials as they apply to the construction industry. (F)

CET 208 Concrete and Asphalt Materials 3(2-2)

Study of Portland cement concrete and bituminous pavements. Manufacturing, mix design, placing and finishing of these materials. The laboratory includes ASTM testing of these materials. (S)

CET 222 Dynamics 3(3-0)

A study of the basic equations of motion, kinematics, kinetics, momentum, potential energy, work, and highway dynamics. Prerequisite: CET 202. (S)

CET 226 Engineering Problem Solving 2(1-2)

An introduction to computer programming to solve engineering problems that apply to the complete spectrum of civil engineering technology courses. Prerequisite: CIS 101 and 104 and MATH 121. (F)

CET 303 Construction Management 3(3-0)

Job specifications, contractor, organization, bonding, contracts, insurance and labor relations. Prerequisite: CET 207. (S)

CET 304 Building Cost Estimating 3(3-0)

Estimating related to building construction industry. Quantity take-off, labor and material costs, records and assembling a general contractor's bid. (*)

CET 305 Heavy/Highway Cost Estimating 3(3-0)

Estimating relating to heavy and highway construction. Covers heavy equipment selection and use, project scheduling and production rates. Prerequisite: junior standing or permission of instructor. (F)

CET 312 Route Surveying 3(2-2)

Highway and route surveys, horizontal and vertical curves, grades, slope staking and earthwork. Prerequisite: CET 103 and MATH 124. (*)

CET 315 Soil Mechanics Technology 3(2-2)

Basic principles of soil mechanics and foundation design as they apply to design and construction. ASTM field tests will be done in the laboratory. Prerequisite: CET 206. (S)

CET 316 Structural Analysis 3(3-0)

Introduction to the analysis of statically determinate and indeterminate structures. Prerequisite: CET 206, MATH 126, PHYS 201/L. (F)

CET 317 Hydraulics 3(2-2)

Study of non-compressible fluids including the flow of water in pipes and open channels. Laboratory involves measuring static pressure, head losses, and flow rates. Prerequisite: CET 202, MATH 126, PHYS 201/L. (F)

CET 372 Traffic Analysis and Control 3(2-2)

Introduction to traffic engineering including traffic system characteristics, traffic studies, capacity analysis, and traffic control. Laboratory activities include traffic data collection and analysis. (S)

CET 401 Land Surveying 3(3-0)

Boundary control, property descriptions, deeds, subdivisions, emphasizing the legal aspects of land law and surveying. (*)

CET 404 Structural Steel Design 3(3-0)

Structural steel design of beams, columns, girders and trusses to AISC standards. Prerequisite: CET 316 (S)

CET 405 Reinforced Concrete Design 3(3-0)

Design of reinforced concrete beams, columns, girders and floor systems to conform to current ACI code. Prerequisite: CET 316. (F)

CET 412 Hydrology 3(3-0)

Hydrologic cycle including precipitation, streamflow, ground-water runoff and the preparation of hydro graphs and frequency analysis. Prerequisite: CET 317 (S)

CET 414 Bridge Design 3(3-0)

Design of bridge slabs, beams, abutments, wingwalls, piers, and footings. Prerequisite: CET 316 (*)

CET 415 Water and Sewer System Design 3(3-0)

Fundamental principles of water supply and sewage design. Prerequisite: CET 317, CHEM 111. (F)

CET 437 LEED LAB 3(2-2)

Actively pursue certification for campus building or facility, including working on prerequisites, credits and supporting documentation. Prerequisite: sophomore standing. (F,S)

CET 455 Senior Project Seminar 1(1-0)

Students formulate a proposal for their senior project and make written and oral presentations of the proposal. Speakers from industry present real-world examples. (S/U grading) (F)

CET 456 Senior Project 3(1-4)

Practical realistic projects relating to CET discipline are selected for design, analysis, and execution. Students prepare reports and make oral presentations. Prerequisite: CET 455. (S)

CET 473 Highway Design 3(3-0)

A study of highway planning and design. Prerequisite: MATH 126, CET 208, CET 315, CET 372. (F)

CET 475 Engineer-In-Training Preparation 3(3-0)

This course is designed as preparation for the state Engineer-In-Training examination. Subjects include general engineering and civil engineering topics. (S)

CET 491 Special Topics (1-3 VAR)

Prerequisite: permission of instructor. (*) Repeatable

CET 495 Independent Study (1-3 VAR)

Directed study for students interested in specific areas of CET. Prerequisite: junior standing in CET and permission of instructor. (F,S) Repeatable

CET 496 Cooperative Education Placement (1-4 VAR)

Industrial cooperative education work experience under the direction of a field supervisor and faculty member. (F,S,SS) Repeatable

CHEMISTRY (CHEM)

A grade of C or better is required for prerequisite courses.

UNDERGRADUATE COURSES**CHEM 101 Chemistry and Society 3(3-0)**

Chemistry related to the everyday world. Drugs, food, pollution, pesticides, consumer products, energy, and home health. Principally for non-science majors. (S) (Gen Ed: ST, GT-SC2)

CHEM 101L Chemistry and Society Lab 1(0-2)

Laboratory is optional. Experiments to exemplify the logical steps of problem solving and explore the physical and chemical world. Pre or corequisite: CHEM 101. (S) (Gen Ed: ST, GT-SC1)

CHEM 111 Principles of Chemistry 3(3-0)

Fundamental laws, theories and principles of chemical reactions. Credit not applicable for chemistry majors or minors. Prerequisite: MATH 099 or equivalent math placement score or permission of instructor. (F,S) (Gen Ed: ST, GT-SC2)

CHEM 111L Principles of Chemistry Lab 1(0-2)

Experiments using common chemical equipment and techniques to aid the student in learning what occurs in the chemical laboratory. Pre or corequisite: CHEM 111. (F,S) (Gen Ed: ST, GT-SC1)

CHEM 121 General Chemistry I 4(4-0)

For science, engineering and pre-professional curricula. Atomic theory, chemical bonding, periodic properties, states of matter, oxidation-reduction, stoichiometry, thermochemistry, inorganic nomenclature. Prerequisite: One year of high school chemistry or equivalent and MATH 121 or equivalent math placement score. (F, S) (Gen Ed: ST, GT-SC2)

CHEM 121L General Chemistry Lab I 1(0-2)

Pre or corequisite: CHEM 121. (F,S) (Gen Ed: ST, GT-SC1)

CHEM 122 General Chemistry II 4(4-0)

Continuation of CHEM 121. Thermodynamics, kinetics, equilibria, nuclear chemistry, electrochemistry, acids and bases, solutions, descriptive inorganic chemistry. Prerequisite: CHEM 121. (F,S) (Gen Ed: ST, GT-SC2)

CHEM 122L General Chemistry Lab II 1(0-2)

Laboratory component to CHEM 122. Prerequisite: CHEM 121L. Pre or corequisite: CHEM 122. (F,S) (Gen Ed: ST, GT-SC1)

Course Description Information

CHEM 125 Environmental Science 3(3-0)

An overview of terrestrial and aquatic environments, the atmosphere, energy, climate change, and natural resources. Emphasis is placed on sustainability needs and challenges. (F) (Gen Ed: ST, GT-SC2)

CHEM 125L Environmental Science Laboratory 1(0-2)

Laboratory course to accompany CHEM 125. Pre or corequisite: CHEM 125. (F) (Gen Ed: ST, GT-SC1)

CHEM 150 (PHYS 150) Elementary Concepts in Phys & Chem 4(3-2)

Hands-on standards-based approach to understanding basic concepts of physics and chemistry. Integrated lecture, lab and discussion periods. Recommended: enrollment in the Teacher Education Program. (S)

CHEM 160 Introduction to Forensic Science 3(3-0)

Overview of Forensic Science. Crime scene investigation. Evidence collection. Microscopy techniques. Arson analysis. Fingerprints. Serology and DNA use. (F,S,SS) (Gen Ed: ST, GT-SC2)

CHEM 160L Intro to Forensic Science Lab 1(0-2)

Overview of Forensic Science Laboratory. Evidence handling and collection. Microscopy techniques. Arson analysis. Fingerprints. DNA fingerprinting. Pre or corequisite: CHEM 160. (F,S,SS) (Gen Ed: ST, GT-SC1)

CHEM 211 Introduction to Organic Chemistry 3(3-0)

Survey of organic chemistry chemical structure, reactivity and functional groups are presented in context of relevance to society. Prerequisite: CHEM 111. (F)

CHEM 211L Intro to Organic Chemistry Lab 1(0-2)

Survey of organic chemistry laboratory course. Basic organic laboratory techniques and skills, both micro and macro scale are presented. Pre or corequisite: CHEM 211. (F)

CHEM 221 Inorganic Chemistry 3(3-0)

Basic principles of inorganic chemistry. The main properties, reaction chemistry, and descriptive chemistry of inorganic elements and compounds. Prerequisite: CHEM 122. Corequisite: CHEM 221L. (F)

CHEM 221L Inorganic Chemistry Lab 1(0-3)

Inorganic laboratory techniques, inorganic qualitative analysis, synthesis and characterization. Corequisite: CHEM 221. (F)

CHEM 260 Forensic Chemistry I 3(3-0)

Investigation of comparative/visual forensic analysis techniques. Topics include fingerprinting, bloodstain pattern analysis, fiber comparisons, and firearms analysis. Prerequisite: CHEM 111 or CHEM 121 and CHEM 160. (S)

CHEM 260L Forensic Chemistry I Laboratory 1(0-3)

Development of laboratory skills for comparative/visual forensic analysis. Topics include fingerprinting, bloodstain pattern analysis, fiber comparisons, and firearms analysis. A more in-depth examination of CHEM 160L topics. Prerequisite: CHEM 111 or CHEM 121 and CHEM 160 and CHEM 160L. Pre or corequisite: CHEM 260. (S)

CHEM 291 Special Topics (1-5 VAR)

Prerequisite: permission of instructor. (*) Repeatable

CHEM 292 Research (1-3 VAR)

Faculty directed research project for undergraduate first or second-year student. May be repeated for a maximum of 3 credits total. Prerequisite: permission of instructor. (F,S,SS) Repeatable (3)

CHEM 301 Organic Chemistry I 3(3-0)

For majors and pre-professional students requiring a strong background in organic chemistry. Organic reactions and mechanisms as related to molecular structure. Prerequisite: CHEM 122. (F,S)

CHEM 301L Organic Chemistry Lab I 2(0-6)

Prerequisite: CHEM 122L. Pre or corequisite: CHEM 301. (F,S)

CHEM 302 Organic Chemistry II 3(3-0)

Continuation of CHEM 301. Prerequisite: CHEM 301. (F,S)

CHEM 302L Organic Chemistry Lab II 2(0-6)

Prerequisite: CHEM 301L. Pre or corequisite: CHEM 302. (F,S)

CHEM 311 Survey of Biochemistry 3(3-0)

Survey of biochemistry. For pre-health professional students. Intermediary metabolism is taught at an intermediate level and in the context of human nutrition and clinical applications. Prerequisite: CHEM 301. Pre or corequisite: CHEM 302. (F)

CHEM 317 Quantitative Analysis 3(3-0)

Volumetric and gravimetric analysis integrated with instrumental analysis, both optical and electrometric methods. Prerequisite: CHEM 122. (F)

CHEM 317L Quantitative Analysis Lab 2(0-6)

Pre or corequisite: CHEM 317. (F)

CHEM 321 Physical Chemistry I 3(3-0)

Chemical thermodynamics, chemical dynamics (kinetics), chemical structure and statistical mechanics. Prerequisite: CHEM 322. (S)

CHEM 322 Physical Chemistry II 3(3-0)

Quantum mechanics, spectroscopy, chemical structure, and statistical mechanics. Prerequisite: CHEM 122 and MATH 126. Pre and corequisite: MATH 224 and PHYS 201 or PHYS 221. (F)

CHEM 323 Experimental Physical Chemistry 2(0-4)

Laboratory techniques in thermodynamics, chemical equilibria, phase phenomena, kinetics, and spectroscopy. Prerequisite: CHEM 322. Pre or corequisite: CHEM 321 or permission of instructor. (S)

CHEM 378 Practicum in Laboratory Instruction 1(0-2)

Laboratory preparation, instruction, safety, and methods under the guidance of an instructor. May be repeated for a maximum of two credits. Prerequisite: permission of instructor. (F,S) Repeatable (2)

CHEM 389 Scientific Literature Review 1(1-0)

Surveys of both print and web-based chemical and biochemical literature. May be repeated twice. Prerequisite: CHEM 302. (F,S) Repeatable (2)

CHEM 401 Advanced Organic Chemistry 3(3-0)

Topics of advanced organic chemistry, including organic reactions, mechanisms, natural products, and spectroscopy. Prerequisite: CHEM 302 or permission of instructor. (*)

CHEM 401L Advanced Organic Chemistry Lab 2(0-4)

Laboratory course to accompany CHEM 401. Molecular structure determination by chemical and instrumental methods. Prerequisite: CHEM 302/302L or permission of instructor. Corequisite: CHEM 401. (*)

CHEM 402 Spectroscopy 3(3-0)

An advanced study of topics of spectroscopy focusing on the structure determination of compounds. Emphasis on IR, NMR, MS, and UV-VIS spectroscopies. Prerequisites: CHEM 302 or equivalent. (*)

CHEM 403 Polymer Chemistry 3(3-0)

Study of synthetic polymers including synthesis, mechanisms of formation, structure of elucidation, reactivity, properties, and industrial application. Biopolymers also will be considered. Prerequisite: CHEM 302/302L. (*)

CHEM 411 Biochemistry I 3(3-0)

Chemistry of constituents of living matter, including proteins, carbohydrates, nucleic acids and lipids. An introduction to enzymes and coenzymes. Prerequisite: CHEM 302 or permission of instructor. (F)

CHEM 412 Biochemistry II 3(3-0)

Continuation of CHEM 411. Intermediary metabolism of carbohydrates, lipids, and amino acids. Bioenergetics. Prerequisite: CHEM 411 or CHEM 511 or permission of instructor. (S)

CHEM 412L Biochemistry II Lab 2(0-6)

Prerequisite: CHEM 302. Pre or corequisite: CHEM 412. (*)

CHEM 413 Molecular Basis of Disease 3(3-0)

This advanced seminar course explores the molecular nature of disease and engages students in the study of diseases using current topical biochemical literature. Prerequisite: CHEM 411 or 511 or permission of instructor. (*)

CHEM 419 Instrumental Analysis 3(3-0)

Instrumental techniques in chemical separations, electrochemistry, atomic, and molecular spectroscopy. Prerequisite: CHEM 317 and CHEM 322 or permission of instructor. (S)

CHEM 419L Instrumental Analysis Lab 2(0-6)

Prerequisite: CHEM 317 and CHEM 322 or permission of instructor. Pre or corequisite: CHEM 419. (S)

CHEM 421 Advanced Inorganic Chemistry 3(3-0)

Structure and bonding, coordination theory, periodic relations, equilibrium, kinetics, thermodynamics, descriptive chemistry. Prerequisite: CHEM 221 and CHEM 322 or permission of instructor. (S)

CHEM 425 Environmental Chemistry 3(3-0)

Chemical process in air, water and soil. Air, water analysis and treatment, pollution. Prerequisite: CHEM 321 or permission of instructor. (*)

CHEM 425L Environmental Chemistry Lab 2(0-4)

Laboratory course to accompany CHEM 425. Explores sampling and laboratory techniques utilized in the analysis of

environmental samples or to address environmental issues. Pre or corequisite: CHEM 425. (*)

CHEM 431 Advanced Physical Chemistry 3(3-0)

Emphasizes latest developments in applied physical chemistry, including advanced theory, and instrumental and computational applications. Prerequisite: CHEM 321 and CHEM 322 or permission of instructor. (F,O)

CHEM 460 Forensic Chemistry II 2(2-0)

Investigation of identification techniques for forensic analysis. Topics include arson, biological fluid and drug identification, and DNA analysis. Prerequisite: CHEM 260 and CHEM 260L and CHEM 302 and CHEM 302L or permission of instructor. (F)

CHEM 460L Forensic Chemistry II Lab 2(0-4)

The laboratory will accompany CHEM 460, Forensic Chemistry II lecture. Prerequisite: CHEM 260 and CHEM 260L and CHEM 302 and CHEM 302L or permission of instructor. Pre or corequisite: CHEM 460. (F)

CHEM 491 Special Topics (1-5 VAR)

Prerequisite: permission of instructor. (*) Repeatable

CHEM 492 Research (1-3 VAR)

Faculty directed research project for undergraduate student. May be repeated for a maximum of 3 credits, total. Prerequisite: permission of instructor. (F,S,SS) Repeatable (4)

CHEM 493 Seminar 1(1-0)

Presentation of a formal presentation on chemical research or a current topic in the chemical literature using software-based delivery methods. May be repeated once. (F,S) Repeatable (2)

CHEM 495 Independent Study (1-7 VAR)

Prerequisite: permission of instructor. (*) Repeatable

CHEM 498 Internship (1-6 VAR)

Work experience in the chemistry discipline under the combined supervision of the selected organization and a faculty member. Prerequisite: permission of instructor. (F,S,SS) Repeatable

GRADUATE COURSES**CHEM 501 Advanced Organic Chemistry 3(3-0)**

Topics of advanced organic chemistry including organic reactions, mechanisms, natural products, spectroscopy, and industrial applications. Prerequisite: CHEM 302 or permission of instructor. (*)

CHEM 501L Advanced Organic Chemistry Lab 2(0-4)

Molecular structure determination by chemical and instrumental methods. Advanced synthetic techniques. Prerequisite: CHEM 302/302L or permission of instructor. Corequisite: CHEM 501. (*)

CHEM 502 Spectroscopy 3(3-0)

An advanced study of topics of spectroscopy focusing on the structure determination of compounds. Emphasis on IR, NMR, MS, and UV-VIS spectroscopies. Prerequisites: CHEM 302 or equivalent. (*)

Course Description Information

CHEM 503 Polymer Chemistry 3(3-0)

Study of synthetic polymers including synthesis, mechanisms of formation, structure elucidation, reactivity, properties, and industrial application. Biopolymers also will be considered. Prerequisite: CHEM 302, or permission of instructor. (*)

CHEM 510 Foundations in Graduate Studies 3(3-0)

Laboratory safety. Effective sourcing, use, and interpretation of the literature. Scientific methodology, writing, and review of research ethics. Development of a thesis or internship plan. Prerequisite: graduate standing. (F)

CHEM 511 Biochemistry I 3(3-0)

Chemistry of constituents of living matter, including proteins, carbohydrates, nucleic acid and lipids. An introduction to enzymes and coenzymes. Prerequisite: CHEM 302 or permission of instructor. (F)

CHEM 512 Biochemistry II 3(3-0)

Intermediary metabolism of carbohydrates, lipids and amino acids. Bioenergetics. Prerequisite: CHEM 411 or CHEM 511 or permission of instructor. (S)

CHEM 512L Biochemistry II Lab 2(0-6)

Prerequisite: CHEM 302. Pre or corequisite: CHEM 512. (*)

CHEM 513 Molecular Basis of Disease 3(3-0)

This advanced seminar course explores the molecular nature of disease and engages students in the study of diseases using current topical biochemical literature. Prerequisite: CHEM 411 or CHEM 511 or permission of instructor. (*)

CHEM 519 Instrumental Analysis 3(3-0)

Instrumental techniques in chemical separations, electrochemistry, atomic, and molecular spectroscopy. Prerequisite: CHEM 317 and CHEM 322 or permission of instructor. (S)

CHEM 519L Instrumental Analysis Lab 2(0-6)

Prerequisite: CHEM 317 and CHEM 322 or permission of instructor. Pre or corequisite: CHEM 519. (S)

CHEM 521 Advanced Inorganic Chemistry 3(3-0)

Structure and bonding, coordination theory, periodic relations, equilibrium, kinetics, thermodynamics, descriptive chemistry, industrial applications. Prerequisite: CHEM 221 and CHEM 322 or permission of instructor. (S)

CHEM 525 Environmental Chemistry 3(3-0)

Chemical processes in the air, water and soil. Air, water soil analysis and treatment. Special emphasis upon the problems and effects of industrial and other pollution. Prerequisite: CHEM 321 or permission of instructor. (*)

CHEM 525L Environmental Chemistry Lab 2(0-4)

Laboratory course to accompany CHEM 525. Explores sampling and laboratory techniques utilized in the analysis of environmental samples or to address environmental issues. Pre or corequisite: CHEM 525. (*)

CHEM 529 Advanced Analytical Chemistry 3(3-0)

Emphasizes latest developments in applied analytical chemistry, including advanced theory, wet chemical methods, and the design and application of advanced instrumentation. Prerequisite: CHEM 419 and CHEM 419L and CHEM 321 or permission of instructor. (S,E)

CHEM 531 Advanced Physical Chemistry 3(3-0)

Emphasizes latest developments in applied physical chemistry, including advanced theory, and instrumental and computational applications. Prerequisite: CHEM 321 and CHEM 322 or permission of instructor. (F,O)

CHEM 550 Industrial Chemistry 2(2-0)

The economic importance and special characteristics of the chemical industry. Feedstocks, intermediates and products of the chemical industry including thermoplastics, thermosetting plastics, paints and coatings, elastomers, fibers, surfactants, pharmaceuticals, agricultural chemicals, paper, acids, etc. Market demands, price and cost factors, scale, research, process chemistry and process control, product development. Case studies illustrating above topics. (*)

CHEM 560 Forensic Chemistry II 2(2-0)

Investigation of identification techniques for forensic analysis. Topics include arson, biological fluid and drug identification, and DNA analysis. Prerequisite: CHEM 260 and CHEM 260L and CHEM 302 and CHEM 302L or permission of instructor. Corequisite: CHEM 560L. (F)

CHEM 560L Forensic Chemistry II Laboratory 2(0-4)

The laboratory will accompany CHEM 560, Forensic Chemistry II lecture. Prerequisite: CHEM 260 and CHEM 260L and CHEM 302 and CHEM 302L or permission of instructor. Pre or corequisite: CHEM 560. (F)

CHEM 578 Practicum in Laboratory Instruction 1(0-2)

Laboratory preparation, instruction and methods under the guidance and supervision of an instructor. May be repeated for a maximum of four credits. Prerequisite: graduate standing or permission of instructor. (S/U grading) (F,S,SS) Repeatable (4)

CHEM 580 Graduate Writing in the Sciences 1(1-0)

This one-credit course is designed to help prepare students for the rigors of academic writing at the graduate and professional levels. (*)

CHEM 588 Internship Defense 1(1-0)

Graduate internship presentation, satisfactory report, and examination for completion of MS degree option within the Graduate Programs in Natural Sciences. Prerequisite: graduate standing and permission of instructor. (F,S,SS)

CHEM 589 Thesis Defense 1(1-0)

Thesis presentation and satisfactory written thesis for completion of MS degree option within the Graduate Programs in Natural Sciences. Prerequisite: graduate standing and permission of instructor. (F,S,SS)

CHEM 591 Special Topics (1-4 VAR)

Prerequisite: permission of instructor. (*) Repeatable

CHEM 592 Research (1-6 VAR)

Faculty directed research project for graduate students. Prerequisite: graduate standing and permission of instructor. (S/U grading) (F,S,SS) Repeatable

CHEM 593 Seminar 1(1-0)

An interdisciplinary seminar on topics appropriate to the application of natural sciences. Prerequisite: CHEM 510 and graduate standing. (*)

CHEM 595 Independent Study (1-4 VAR)

Prerequisite: permission of instructor. (*) Repeatable

CHEM 598 Internship (1-4 VAR)

Volunteer or paid work experience under the combined supervision of the selected organization and a faculty member. Prerequisite: graduate standing and permission of instructor. (S/U grading). (F,S,SS) Repeatable

CHEM 599 Thesis Research (1-6 VAR) (*) Repeatable

Prerequisite: permission of instructor.

COMPUTER INFORMATION SYSTEMS (CIS)

UNDERGRADUATE COURSES

CIS 100 Introduction to Word and Windows 1(1-0)

A competency-based course, topics include: file management, formatting, fonts, editing, reports, footnotes, desktop publishing, clip art, styles, outlines, tables, and mail merge. (F,S,SS)

CIS 103 PowerPoint and Web Publishing 1(1-0)

An introduction to PowerPoint and FrontPage. Includes: presentation templates, charts, object embedding, slide shows, Internet search methods, web page design, web site creation and publishing. (F,S,SS)

CIS 104 Excel Spreadsheets 1(1-0)

Includes worksheet design, text and formula manipulation, charts, lists, pivot tables, ranges, lookup tables, data analysis, functions, and macros. (F,S,SS)

CIS 105 MS Access DBMS 1(1-0)

Course includes relational database design, table creation, data manipulation, queries, forms, reports, web access, and interface design. (F,S,SS)

CIS 150 Computer Information Systems 3(3-0)

Survey of Computer Information Systems includes data representation, operating systems, networks, the Internet and information system design. Discussion of careers in CIS. (F,S)

CIS 171 Introduction to Java Programming 4(3-2)

An introduction to computer programming, design and testing using the Java object-oriented programming language. Topics include language constructs, functions, file handling, inheritance and UML. (F,S,SS)

CIS 185 PC Architecture 3(2-1)

In depth study of personal computer hardware, peripherals, and interfaces. Course examines processors, disk drives, buses, video cards, memory and diagnostic software. (F,S)

CIS 240 Object Oriented Analysis and Design 3(3-0)

Practical methods for analyzing business problems and designing large-scale software solutions using object oriented techniques, tools, methodologies, with in-depth focus on the Unified Modeling Language. Prerequisite: CIS 171. (F)

CIS 271 Advanced Program Design with Java 4(3-2)

Continuation of CIS 171, includes advanced Java programming constructs such as data structures, multi-threading, collections, database connectivity, remote objects and GUI's. Prerequisite: CIS 171. (S)

CIS 289 Network Concepts 3(2-2)

Fundamental hardware, software, and data communication concepts necessary to understand computer networks. (F)

CIS 290 Special Projects (1-5 VAR)

Individual projects designed to extend student knowledge beyond offerings in the current curriculum. Examples include program, database, Web site or network research or development. Prerequisite: sophomore standing and permission of instructor. (F,S,SS) Repeatable (3)

CIS 291 Special Topics (1-5 VAR)

Study of new and emerging topics and technologies in the computing field. May be repeated for credit. Prerequisite: sophomore standing. (*) Repeatable (3)

CIS 298 Internship (1-5 VAR)

IT-related industrial work experience under the direction of a field supervisor and faculty member. (S/U grading) (F,S,SS) Repeatable (6)

CIS 311 Introduction to Web Development 3(3-0)

An introduction to web site design and implementation using HTML, JavaScript, XML and other state of the art web development tools and languages. Prerequisite: CIS 171. (F)

CIS 315 Unix Operating System 3(3-0)

Explore UNIX features, covering command language, file system, mail, and editing. Shell language tools include pipes, filters and I/O redirection. Prerequisite: CIS 171. (S)

CIS 350 Database Management 3(3-0)

Design, implementation and use of database management systems; comparison of available software packages; concepts of query languages and security considerations. Laboratory assignments utilize a relational database system. Prerequisite: CIS 240 or permission of instructor. (F)

CIS 356 iOS Application Development 3(3-0)

Development of iOS applications using a Swift language for iOS devices. Prerequisite: CIS 271. (F,E)

CIS 359 Advanced Programming with C# 3(3-0)

Design and develop desktop and web-based applications using C# and .NET. Emphasis on advanced programming concepts and technique. Prerequisite: CIS 171. (S)

CIS 360 Cyber Security 3(2-2)

Applied course emphasizing the range of cyber threats, exploits, attacks, cyber defense, security design and vulnerability analysis. Provides skills for the CompTIA Security+ certification. Prerequisite: CIS 289 or permission of instructor. (S)

CIS 365 Management Information Systems 3(3-0)

Introduction to application and management of IT in functional business areas (marketing, finance, accounting, etc.). Includes IT strategy, business intelligence, e-commerce, and enterprise information systems. Prerequisite: CIS 103, CIS 104, and MGMT 201. (*)

CIS 383 E-Commerce 3(3-0)

This course focuses on key issues including e-commerce strategy, business models, technology infrastructure, security and payment systems, e-marketing, and ethical behavior. Prerequisite: MGMT 201 and junior standing. (*)

Course Description Information

CIS 386 Android Application Development 3(3-0)

Development of Android applications using advanced Java programming concepts for the Android devices. Prerequisites: CIS 271. (FO)

CIS 401 Network Systems Administration 3(2-2)

Concepts and skills necessary to function as network system supervisor in both Microsoft and a Novell networking environment. Prerequisite: CIS 289. (F)

CIS 402 Linux Networks and Routing 3(2-2)

Examination and practice of the concepts and skill necessary to function as a system administrator in a Linux environment. Basic concepts of network routing. Prerequisite: CIS 315. (*)

CIS 411 Internet Server-Side Programming 3(3-0)

Server based web programming and scripting. Includes data base access methods, open source tools, and web application construction from the server side. Prerequisite: CIS 311, CIS 350. (S)

CIS 432 Senior Professional Project 6(3-6)

Student Teams design and implement database, network, web and other computer-based projects in the local community. Modern analysis, design and modeling techniques are emphasized. Prerequisite: all required CIS classes, MGMT 368. Corequisite: graduating semester or consent of instructor. (S)

CIS 450 Advanced Data Analytics 3(3-0)

Introduction to data analytics, including fundamental analytical modeling and contemporary computing techniques. Using applications to build analytical models, practice technology tools, and solve business problems. Prerequisite: CIS 350, or permission of instructor. (S)

CIS 461 IT Security Risk Management 3(3-0)

Overview of cyber security, cyber threats, information assurance (IA), assessment of information security risk, security risk strategies and mitigation, disaster recovery planning, cyber security law. (S,*)

CIS 462 Computer Forensics 3(2-2)

Focus on the detection, isolation and response to information security breaches and attacks. Provides a detailed examination of the entire computer forensic process. Prerequisite: CIS 289. (F)

CIS 490 Special Projects (1-5 VAR)

Individual projects designed to extend student knowledge beyond offerings in the current curriculum. Examples include program, database, Web site or network research or development. Prerequisite: permission of instructor. (F,S,SS) Repeatable (6)

CIS 491 Special Topics (1-5 VAR)

Study of new and emerging topics and technologies in the computing field. May be repeated for credit. Prerequisite: junior or senior standing. (F,S,SS) Repeatable (9)

CIS 493 Senior Seminar 1(1-0)

Seminar concerning appropriate career topics in computer information systems. Speakers may include guests, faculty or students. Student outcomes will be assessed. Required of majors. Prerequisite: all required CIS classes. Corequisite: CIS 432. (S/U grading) (F)

CIS 498 Internship (1-5 VAR)

IT-related industrial work experience under the direction of a field supervisor and faculty member. Prerequisite: junior or senior standing. (S/U grading) (F,S,SS) Repeatable (6)

GRADUATE COURSES

CIS 532 Professional Project 6(3-6)

Student teams design and implement database, network, web and other computer-based projects in the local community. Modern analysis, design and modeling techniques are emphasized. Prerequisite: all required CIS classes, MGMT 368. (F,S)

CIS 550 Data Base Systems 3(3-0)

Design implementation and use of database management systems. Comparison of available software packages. Discussion of query languages, security, and recovery. Prerequisite: CIS 240 or MGMT 365 or MGMT 565 or permission of instructor. (F)

CIS 560 Information Technology Security 3(2-2)

Applied course emphasizing: need for security, planning, cryptography, physical, email, web, wireless, and security technologies. Develops skills needed for CompTIA Security+ certification. Prerequisite: CIS 289 or consent of instructor. (F,S)

CIS 561 IT Security Management 3(3-0)

Students learn to assess, design, develop, and implement information security programs for organizations. Covers on-going management of security programs. Prerequisite: any Introduction to Management course. (S)

CIS 562 Computer Forensics 3(2-2)

Focus on the detection, isolation and response to information security breaches and attacks. Provides a detailed examination of the entire computer forensic process. Prerequisite: consent of instructor. (F)

CIS 565 Management Information Systems 3(3-0)

Principles, methodologies, practices and management of information systems in business organizations, topics include: IT strategy, IT project management, e-commerce, and enterprise information systems. Prerequisite: admission to MBA or permission of MBA Director. (*)

CIS 581 Information Technology Implementation 3(3-0)

Prepares managers to address the complex issues and dynamics surrounding technology-driven change in organizations that introduce new technology. Prerequisite: graduate standing. (F)

CIS 582 Information Technology Strategy 3(3-0)

Prepares information systems workers and other professionals to develop an IT strategy that aligns business strategy with IT infrastructure; emphasis on IT for competitive advantage. Prerequisite: graduate standing. (S)

CIS 583 E-Commerce 3(3-0)

This course focuses on key issues including e-commerce strategy, business models, technology infrastructure, security and payment systems, e-marketing, and ethical behavior. Prerequisite: admission to MBA or permission of MBA Director. (*)

CIS 591 Special Topics (1-5 VAR)

Study of new and emerging topics and technologies in the computing field. May be repeated for credit. Prerequisite: graduate student standing and instructor permission. (F,S,SS)

CULTURALLY AND LINGUISTICALLY DIVERSE EDUCATION (CLDE)

A grade of C or better is required for prerequisite courses.

UNDERGRADUATE COURSES

CLDE 400 Workshop (1-3 VAR)

Development of classroom materials and curriculum in linguistically diverse education. (*) Repeatable

CLDE 401 Teaching English Language Learners 3(3-0)

Methods and techniques of teaching English to children of linguistically diverse backgrounds; K-6 and 7-12 focus. Field experience required. Prerequisite: admission to Teacher Education Program. (SS)

CLDE 403 Content Instruction for EL Learners 3(3-0)

Methods and techniques for teaching content area subjects to students of linguistically different backgrounds; K-6 and 7-12 focus. Field experience required. Prerequisite: admission to Education. (F)

CLDE 420 Literacy for Eng Lang Learners 3(3-0)

Methods and techniques of teaching Literacy to K-12 English Language Learners. Field experience required. Prerequisite: admission to Teacher Education and either RDG 410 or RDG 435. (SS)

CLDE 460 Assess & Admin of Ling Div Ed 3(3-0)

Study of state, federal, and local laws and policies concerning CLDE programs; language proficiency instruments used by teachers for assessment and placement of LDE students. Prerequisite: admission to Education (SS)

CLDE 481 Practicum with English Learners (1-6 VAR)

Supervised practicum and seminar. Prerequisite: admission to Education or graduate standing. (F,S,SS) Repeatable

CLDE 494 Field Experience (1-6 VAR)

Field Experience in an educational setting related to culturally and linguistically diverse education. (*) Repeatable

CLDE 495 Independent Study (1-2 VAR)

For the student specializing in culturally and linguistically diverse education. (F,S) Repeatable

GRADUATE COURSES

CLDE 500 Workshop (1-3 VAR)

Practical in development of classroom materials/curriculum in linguistically diverse education. (*) Repeatable

CLDE 501 Teaching English Language Learners 3(3-0)

Methods and techniques of teaching English to children of linguistically diverse backgrounds; K-6 and 7-12 focus. Field experience required. Prerequisite: admission to Education, graduate standing. (SS)

CLDE 503 Content Instruction for EL Learners 3(3-0)

Methods and techniques for teaching content area subjects to students of linguistically different backgrounds; K-6 and 7-12 focus. Field experience required. Prerequisite: admission to Education, graduate standing. (F)

CLDE 520 Literacy for Eng Lang Learners 3(3-0)

Methods and techniques of teaching Literacy to K-12 English Language Learners. Field experience required. Prerequisite: admission to Teacher Education, graduate standing, and RDG 410 or RDG 435. (SS)

CLDE 560 Ling Div Assess & Admin 3(3-0)

Study of state, federal, and local laws and policies concerning CLDE programs; language proficiency instruments used by teachers for assessment and placement of LDE students. Prerequisite: admission to Education, graduate standing. (SS)

CLDE 581 Practicum with English Learners (1-6 VAR)

Supervised practicum and seminar. Prerequisite: admission to Education or graduate standing. (F,S,SS) Repeatable

CLDE 594 Field Experience (1-6 VAR)

Field Experience in an educational setting related to culturally and linguistically diverse education. (*) Repeatable

CLDE 595 Independent Study (1-2 VAR)

For the student specializing in culturally and linguistically diverse education. (*) Repeatable

CONSTRUCTION MANAGEMENT (CM)

UNDERGRADUATE COURSES

CM 101 Intro to Construction Management 2(1-2)

Identify and understand the relationships among participants in the construction process and its history. Including risks, construction processes, construction law, regulations and construction project delivery. (F)

CM 231 Statics and Structures 4(4-0)

Introduction to statics, strength of materials, and theory of structures, its applications to building construction and the use of trigonometry in solution of statics problems. Prerequisite: MATH 121. Pre or corequisite: PHYS 201, 201L. (F)

CM 320 Soils in Construction 3(2-2)

A study of soil as a construction material; including investigation, testing, classification, engineering properties and modification techniques, excavations, fills, slope stability, and pavement subgrades. Prerequisite: CM 231. (S)

CM 330 Wood Structural Systems 3(2-2)

A study of production and properties of wood, design methods for wood structural elements and fasteners, and production and erection methods of wood structures. Prerequisite: CM 231. (F)

CM 341 Concrete and Steel Structures 4(3-2)

A study of concrete and steel structures including design elements and construction methods for simple structural systems, joints, connections, fasteners, and concrete formwork. Prerequisite: CM 231. (S)

Course Description Information

CM 351 Construction Planning & Scheduling 3(2-2)

Principles and techniques of planning and scheduling for construction projects. Topics include bar charts, Critical Path Method, precedence networks and cost-time takeoffs. Prerequisite: CET 304 or CET 305. (S)

CM 391 Special Topics (1-3 VAR) (*) Repeatable

CM 445 Construction Safety 2(2-0)

The study of safe construction techniques, workers compensation insurance, OSHA regulations and requirements, cost of accidents, and ethical conduct regarding safety. Prerequisite: CET 207. (S)

CM 451 Mechanical & Electrical Systems 4(4-0)

The study of mechanical and electrical systems associated with building construction: climate control systems, water and waste water systems, electric power and electronic communication systems. Prerequisite: PHYS 201, CET 207. (F)

CM 461 Construction Law 3(3-0)

Legal documents and operation in construction management including business ownership and organization, business development through bidding and negotiations, contracts, communication during construction, insurance and accounting. Prerequisite: CET 303. (F)

CM 465 Construction Accounting & Finance 3(3-0)

Construction project analysis/financial control including, cash flow analysis and management, overhead cost and break even analysis, time value of money, banking, and bonding. Prerequisite: ACCTG 201. (S)

CM 475 Senior Project 3(1-4)

An exercise in construction project analysis cost estimating, scheduling, and the preparation and professional presentation of a project bid package for an organization. Prerequisite: senior standing in CM; must be within 2 semesters of graduation. (S)

CM 491 Special Topics (1-3 VAR) (*) Repeatable

CM 495 Independent Study (1-3 VAR)

Directed study for students interested in a specific area of CM. (F,S) Repeatable (2)

COMMUNICATION & RHETORIC (COMR)

UNDERGRADUATE COURSES

COMR 103 Speaking and Listening 3(3-0)

Introduces principles of speaking and listening with emphasis on exposition and its application to public speaking. (F,S,SS) (Gen Ed: H)

COMR 115 Forensics Activity I 3(3-0)

On- and off- campus activities including intercollegiate forensic competition, programs for students and public. Communication skill and experience development. (*)

COMR 204 (ENG 204) Introduction to Rhetoric 3(3-0)

Provides an introduction to the rhetorical tradition in relationship to the needs of various cultural, technological, and professional contexts. (*)

COMR 205 (ENG 205) Introduction to User Experience 3(3-0)

Course introduces the techniques and principles for measuring and improving the user's experience with digital documents, such as web pages and mobile applications. (S)

COMR 212 Argumentation 3(3-0)

Argumentation focuses on the methods advocates employ to make rational decisions and to win assent to others' statements. Particular emphasis on the nature and skills of reasoned discourse. (*)

COMR 221 Interpersonal Communication 3(3-0)

The principles and skills of speaking applied to informal speaking situations. Topics covered include openness, genuineness, and talking appropriately to people. (*)

COMR 260 Language Acquisition and Linguistics 3(3-0)

Normal processes of development of language in children, growth of language, including structure, comprehension, use of oral and written language, other symbolic behavior. (F)

COMR 291 Special Topics (1-3 VAR) (*) Repeatable

COMR 295 Independent Study (1-3 VAR)

Prerequisite: permission of instructor. (*) Repeatable

COMR 312 Persuasion (2-3 VAR)

Examination of the principles and theories of persuasion and their application to persuasive settings. Emphasis on using language to secure belief and action. (*)

COMR 335 (ENG, WS 335) Gender and Communication 3(3-0)

This course examines the ways that gender affects communication behaviors and helps develop an awareness of the processes that affect gender socialization and stereotyping. (*)

COMR 345 (ENG 345) Intercultural Communication 3(3-0)

The purpose of this course is to explore Intercultural Communication with the intent to better understand and appreciate cultural differences. (*)

COMR 376 (ENG 376) User Experience Design 3(3-0)

Course familiarizes students with the commonly accepted principles of design that influence how digital texts look and act. (F)

COMR 377 (ENG 377) Usability and User Experience 3(3-0)

Course familiarizes students with the methods, techniques, and tools for collecting the data used to measure User Experience, specifically usability testing. (S)

COMR 350 Communicating in Professions 3(3-0)

Introduces the basics of professional communication in the workplace. The course attends to both theory and practice in interpersonal, small group, organizational and intercultural communication. Prerequisite: junior or senior standing. (F)

COMR 491 Special Topics (1-3 VAR)

Prerequisite: permission of instructor. (*) Repeatable

COMR 493 Seminar 3(3-0)

This course will synthesize skills learned in the minor exposing students to theories and practices of communication

training and development with an applied focus. Prerequisite: junior or senior standing. (S)

COMR 495 Independent Study (1-3 VAR)

Prerequisite: permission of instructor. (*) Repeatable

GRADUATE COURSE

COMR 583 Contemporary Cultural Communication 3(3-0)

The purpose of this course is to explore Intercultural Communication with the intent to better understand and appreciate cultural differences. (*)

CONTINUING EDUCATION (CONED)

UNDERGRADUATE COURSES

CONED 100 Workshop 0(0-0)

Activity-orientated experience for professional in a variety of fields. Each has a subtitle. Can be used for Continuing Education Units (CEU). Will not receive academic credit. (*)

CONED 201 Professional Development 0(0-0)

Activity-orientated experience for professional in a variety of fields. Each has a subtitle. Can be used for Continuing Education Units (CEU). Will not receive academic credit. (*)

CONED 401 Professional Development 0(0-0)

Activity-orientated experience for professional in a variety of fields, designed for higher level. Each has a subtitle. Can be used for Continuing Education Units (CEU). Will not receive academic credit. (*)

GRADUATE COURSES

CONED 500 Workshop 0(0-0)

Activity-orientated experience for professional in a variety of fields, designed for post-graduate level. Each has a subtitle. Can be used for Continuing Education Units (CEU). Will not receive academic credit. (*)

CONED 501 Professional Development 0(0-0)

Activity-orientated experience for professional in a variety of fields, designed for post-graduate level. Each has a subtitle. Can be used for Continuing Education Units (CEU). Will not receive academic credit. (*)

CRIMINOLOGY (CRIM)

UNDERGRADUATE COURSES

CRIM 101 Introduction to Criminology 3(3-0)

This class will address the historical, theoretical and methodological foundations for understanding crime and criminology; various types of crime, & responses to crime by police, the courts and correctional institutions. (*)

CRIM 203 (SOC 203) The Criminal Justice System 3(3-0)

This course examines the origin, nature, and use of criminal law; policing, court adjudication, sentencing; crime victims; jails and prisons; community based corrections; criminal justice policy; justice and inequity. (*)

CRIM 205 (SOC 205) Research Methods 3(3-0)

Introduces methods of research and investigation in sociology, criminology, and the social sciences. Prerequisite: SOC 101 or CRIM 101. (F, S)

CRIM 212 (ANTHR 212) The Forensics of Bones 3(3-0)

Familiarize students with the basic procedures used by forensic anthropologists to obtain evidence in criminal investigations. (*)

CRIM 261 (SOC 261) Cannabis and Society 3(3-0)

The purpose of this course is to explore the complicated relationship between cannabis and society. The past, present and future of cannabis will be discussed. Examination of how cannabis has sparked various social changes. (*)

CRIM 291 Special Topics (1-3 VAR)

Special Topics. (*) Repeatable

CRIM 303 (SOC 303) Crime and Deviance 3(3-0)

The nature and causes of crime as well as of behavior defined as socially deviant, including violent, corporate, political crimes; sexual, cultural, political deviance. Prerequisite: SOC 101 or SOC 203 or CRIM 101 or CRIM 203. (*)

CRIM 304 (SOC 304) Race and Crime 3(3-0)

Explores historical and contemporary intersecting issues of race and crime in the United States. Theoretical grounding and factual information provide the foundation for the course. Prerequisite: SOC 101 or SOC 155. (*)

CRIM 305 (WS 305, SOC 305) Women and Crime 3(3-0)

Explores historical and contemporary intersecting issues of sex, gender, and crime in the United States, focusing on girls' and women's experiences as crime victims, offenders, and workers in the criminal justice system. Prerequisite: ANTHR 100 or CRIM 101 or SOC 101 or WS 100. (*)

CRIM 306 (SOC 306) Delinquency and Juvenile Justice 3(3-0)

Theory and history of delinquency; relationship to family, peer groups, schools, gangs, drugs, young offenders legislation, juvenile courts and police response, youth corrections. (*)

CRIM 310 Criminological Theory 3(3-0)

Examination of major theoretical explanations of crime and their policy implications. Prerequisite: CRIM 101. (*)

CRIM 321 (ANTHR 321, SOC 321) Cross-Cultural Perspective on Crime 3(3-0)

An examination of crime in non-western societies with a comparison to crime and punishment in modern American society. Prerequisite: ANTHR 100 OR SOC 101 OR CRIM 101. (*)

CRIM 353 Penology 3(3-0)

The history and role of corrections; correctional practice, relationship to law, prison society, working in prisons, special needs of prisoners, capital punishment, administration, privatization. Prerequisite: SOC 101 or SOC 203. (*)

CRIM 354 (SOC 354) Urban Sociology 3(3-0)

A sociocultural analysis of the evolution of urban spaces and urban life, with special focus on inequalities impacting homelessness, crime, immigration, chronic unemployment and mental illness. (*)

Course Description Information

CRIM 357 (ANTHR 357, SOC 357) Immigration 3(3-1)

Examines migration processes, with a particular focus on immigration to the United States. Migration patterns are analyzed considering social, political, and historical context, including structural global patterns. (*)

CRIM 359 Community Corrections 3(3-0)

The development and practice of probation, parole, diversion, statutory release, electronic monitoring, halfway houses, privatization. Prerequisite: SOC 203. (*)

CRIM 361 (SOC 361) Cannabis Policy 3(3-0)

The purpose of this course will be to explore the fast-evolving realm of cannabis policy, focusing primarily on the United States. (*)

CRIM 374 (SOC 374) Crime in Film 3(3-0)

Employ theoretical perspectives to better understand motivations of Hollywood criminals and the peculiar aspects of a society with an insatiable appetite for crime as "entertainment". (*)

CRIM 405 (SOC 405) Law and Society 3(3-0)

The origins and functions of law; the social organization of legal institutions and decisions; the relationship of law to morality, justice and social change. (*)

CRIM 407 (WS 407) Family Violence 3(3-0)

The extent, seriousness, and impact of the major forms of domestic violence. (*)

CRIM 409 Victimology 3(3-0)

Study of the victims' role in criminal transactions. Examination of individuals and groups as victims of officially defined crime, as well as other social injuries, not officially defined as crime. Prerequisite: SOC 101 or SOC 203. (*)

CRIM 410 Structural and Elite Crime 3(3-0)

Examination of crimes and social injuries perpetrated by organizational structures that do physical or economic harm to the environment, their employees, and their customers. (*)

CRIM 411 Police and Society 3(3-0)

The history and role of police; including patrol officers, detectives, specialty units, police discretion, women in policing, community policing, private policing, corruption, brutality, accountability. Prerequisite: SOC 101 or SOC 203. (*)

CRIM 413 Patterns of Homicide 3(3-0)

Examines the rates, types, patterns, and explanation of homicide in the United States and selected other countries. Prerequisite: SOC 101 and 203. (*)

CRIM 414 Serial Murder 3(3-0)

Examines serial murder in historical and contemporary contexts and assesses current control strategies including forensic science and profiling. Prerequisite: SOC 101 and 203. (*)

CRIM 415 Forensic Criminology 3(3-0)

Course introduces students to variable aspects of Medicolegal Death Investigation. Students will learn about investigating deaths caused by homicide, suicide, accidents, and natural causes. (*)

CRIM 417 Forensics & Homicide Investigations 3(3-0)

Examines police investigations of homicide and presents a critical analysis of the role of forensic science in the identification of suspects. Prerequisite: SOC 101 and 203. (*)

CRIM 418 (SOC 418) Crime, Drugs and Social Policy 3(3-0)

This course examines the ways in which crime and drug policy is formulated, articulated, implemented, and evaluated. Prerequisite: SOC 101 or CRIM 101. (*)

CRIM 422 Terrorism and Mass Murder 3(3-0)

Examines mass murder, genocide, and terrorism around the world and assesses current control initiatives. Prerequisite: SOC 101. (*)

CRIM 424 Organized Crime 3(3-0)

This course examines how organized crime is defined and structured, its causes, its historical roots, its different manifestations and control efforts, both domestically and internationally. Prerequisite: SOC 101 or SOC 203. (*)

CRIM 425 Gangs in Contemporary America 3(3-0)

Trends, organizational characteristics, processes, and causative factors associated with gangs in contemporary American society. (*)

CRIM 426 (SOC 426) Violence and Rioting 3(3-0)

An overview of episodes of collective behavior in society focusing on racial violence and prison riots, including examination of causes, history, and control efforts. Prerequisite: SOC 101 or CRIM 101. (SS)

CRIM 453 Inside-Out Prisoner Exchange 3(3-0)

Seminar occurs in a correctional facility. Students and incarcerated men or women together examine topics such as crime, justice, freedom, and inequality to learn from others' perspectives and re-think current understanding. Prerequisite: Junior or senior standing. Permission of the instructor. (F, S)

CRIM 455 (WS 455) Hate Crimes 3(3-0)

Examines assumptions about race, gender, sexuality, and others that are used to justify hate crimes; examines common forms, emphasizing causal factors and effects. (*)

CRIM 492 Research (1-3 VAR)

Independent research project. Prerequisite: Junior or senior standing and permission of instructor. (*) Repeatable

CRIM 494 Field Experience (1-12 VAR)

Practical on-the-job experience in an agency setting. Prerequisite: Junior or senior standing and permission of instructor. (*) Repeatable

CRIM 495 Independent Study (1-3 VAR)

Independent Study. Prerequisite: Previous coursework in criminology and permission of instructor. (*) Repeatable

CHICANO STUDIES (CS)

A grade of C or better is required for prerequisite courses.

UNDERGRADUATE COURSES

CS 101 Introduction to Chicano Studies 3(3-0)

Overview of the historical, political and socio-cultural experience of the Chicano. (F,S,SS) (Gen Ed: HS, GT HI1) (CC)

CS 136 (HIST 136) The Southwest United States 3(3-0)

This course traces the culture and historical development of the southwestern United States, including cultural contributions of the American Indian and Hispanic peoples. (F,S) (Gen Ed: HS, GT-HI1) (CC)

CS 220 (ENG 220) Survey of Chicano Literature 3(3-0)

Survey of outstanding contemporary Chicano works. Literature deals with Chicano themes, including analysis of folklore and myth. (*) (Gen Ed: H, GT-AH2) (CC)

CS 230 (SW 230) Chicano: Social and Psychological Study 3(3-0)

Social and psychological forces faced in the Chicano community. (F) (Gen Ed: SS, GT-SS3) (CC)

CS 235 Ballet Folklorico 3(1-2)

The Mexican Folkloric Ballet class is designed with the interest of learning the history and art of an important part of Mexican culture, "Dance." (S/U grading) (*) Repeatable (9)

CS 291 Special Topics (1-3 VAR)

Topics in Chicano studies, identified by student/faculty interest. Prior work in Chicano studies desirable. (*) Repeatable

CS 303 Chicano Labor History in the United States 3(3-0)

Chicano experience in the American labor market from 1848 to present. (*)

CS 306 (WS 306) La Chicana 3(3-0)

A social cultural and historical overview of the Chicana experience and contributions. (F,S)

CS 325 (SW 325) Health in the Chicano Community 3(3-0)

Health care traditions and current health care systems in the barrio. (S)

CS 341 (WS 341) Chicana Writers 3(3-0)

Survey of Chicana writers from the early 1900's to the present. Along with the literature, aspects of history, sociology and politics will be incorporated. (*)

CS 346 (HIST 346) History of Mexico 3(3-0)

This course surveys the major political, economic, social and cultural developments of Mexico from pre-Columbian times to the present. (SE)

CS 401 (WS 401) Third World Feminisms 3(3-0)

This course focuses on Third World women's challenging views of global feminism and feminist representations of other women. (*)

CS 420 Voices of Protest 3(3-0)

This course will highlight the contributions of people of color throughout the history of the United States. Prerequisite: junior or senior level standing. (F,S)

CS 485 Capstone 3(3-0)

Students will develop a project in which they will develop and execute a research assignment related to ethnicity, gender, or diversity. Prerequisite: senior level standing; permission of the instructor. (*)

CS 489 (HIST 489) Borderlands 3(3-0)

History of the Mexican cession to the U.S. from its Indian and Hispanic origins to the present. (S,O)

CS 491 Special Topics (1-3 VAR)

Topics in Chicano Studies, identified by student/faculty interest. Prior work in Chicano Studies desirable. (*) Repeatable

CS 495 Independent Study (1-3 VAR)

Special topics dealing with the Chicano and society. Prerequisite: permission of instructor. (F,S,SS)

CS 498 Internship (1-3 VAR)

For students with advanced standing. Practical experience through internships in government, business, and other community organizations. Prerequisite: permission of instructor. (S)

CENTER FOR TEACHING AND LEARNING (CTL)

UNDERGRADUATE COURSES

CTL 191 Special Topics (1-3 VAR)

Topics course covering a range of interdisciplinary issues. (*) Repeatable

CTL 291 Special Topics (1-3 VAR)

Topics course covering a range of interdisciplinary issues. (*) Repeatable

CTL 391 Special Topics (1-3 VAR)

Topics course covering a range of interdisciplinary issues. (*) Repeatable

CTL 491 Special Topics (1-3 VAR)

Topics course covering a range of interdisciplinary issues. (*) Repeatable

CTL 493 Seminar (1-3 VAR)

In depth analysis of specific topics, themes, or issues. (*) Repeatable

CTL 494 Field Experience (1-3 VAR)

Field experience in an educational setting. (*) Repeatable

CTL 495 Independent Study (1-3 VAR)

Independent study of issue or theme related to educational or professional topic. (*) Repeatable

CTL 591 Special Topics (1-3 VAR)

Topics course covering a range of interdisciplinary issues. (*) Repeatable

Course Description Information

CTL 593 Seminar (1-3 VAR)

In depth analysis of specific topics, themes, or issues. (*) Repeatable

CTL 594 Field Experience (1-3 VAR)

Field experience in an educational setting. (*) Repeatable

CTL 595 Independent Study (1-3 VAR)

Independent study of issue or theme related to educational or professional topic. (*) Repeatable

DIVERSITY STUDIES (DS)

UNDERGRADUATE COURSE

DS 485 Capstone 3(3-0)

Students will develop a project in which they will develop and execute a research assignment related to ethnicity, gender, or diversity. Prerequisite: senior level standing and permission of instructor. (*)

EARLY CHILDHOOD EDUCATION (ECE)

UNDERGRADUATE COURSES

ECE 101 Introduction to Early Childhood Ed 3(3-0)

Provides an introduction to the profession of Early Childhood Education. (*)

ECE 102 Intro to ECE Lab Techniques 3(3-0)

Field work in a child care setting (60 hours). The supervised placement provides the student with the opportunity to observe children, practice appropriate interactions, and develop effective management techniques. Prerequisite: ECE 101. (*)

ECE 103 Guidance Strat for Young Children 3(3-0)

Explores guidance theories, applications, goals, and techniques, as well as factors that influence behavioral expectations of children. Prerequisite: ECE 102. (*)

ECE 111 Infant & Toddler Theory & Practice 3(3-0)

Presents an overview of theories, applications (including observations), and issues pertinent to infant and toddler development in group and/or family settings. (*)

ECE 205 Nutrition, Health and Safety 3(3-0)

Focuses on nutrition, health and safety as a key factor for optimal growth and development of young children. (*)

ECE 241 Admin: Human Relations for ECE 3(3-0)

Focuses on the human relations component of an early childhood professional's responsibilities. Prerequisite: ECE 103, PSYCH 151. (*)

ECE 294 Field Experience (1-12VAR)

Field experience in an Early Childhood Education setting. (F, S, SS) Repeatable

ECE 350 Programs for ECE 3(3-0)

Explores the different programs available for children in the ECE age range, both in and out of a school setting. Includes

30 hours of field work. Prerequisite: Admission to Education. (F)

ECE 355 Play & Creative Expression in ECE 3(3-0)

Focuses on principles and methods for using meaningful play and creative arts experiences across the early childhood curriculum to enhance the development of basic skills. Prerequisite: Admission to Education. (SS)

ECE 420 Involving Diverse Families in ECE 3(3-0)

Explores the theoretical foundations and practical applications of family diversity and parent involvement in early childhood education. Prerequisite: Admission to Education. (SS)

ECE 425 Intro to EC Spec Ed 3(3-0)

Explores educating young children with disabilities or special needs in the early childhood setting. Includes 30 hours of field work. Prerequisite: Admission to Education. (S)

ECE 430 Teaching Young CLD Children 3(3-0)

Explores the research and best practices of teaching young children with culturally and linguistically diverse backgrounds (Birth-3rd grade). Includes 30 hours of field work. Prerequisite: Admission to Education. (S)

ECE 440 Effective Instr in Early Literacy 3(3-0)

Explores the development of reading, writing, listening, speaking, and doing in ECE including a review of current research on environmental factors that enhance or reduce language literacy acquisition and development. Prerequisite: Admission to Education. (F)

ECE 460 Managing ECE Classrooms 2(2-0)

Explores components of effective classroom management procedures with young children in groups. Topics include theoretical perspectives, rules and organization, pro-social behavior, and effective pedagogical decisions. Prerequisite: Admission to Education. (SS)

ECE 461 Teaching ECE Social Studies 2(2-0)

This course teaches teachers of young children the subject area of social studies in the K-3 curriculum. Content knowledge and teaching strategies will be the focus of the course. Includes 30 hours of field work. Prerequisite: Admission to Education. (F)

ECE 462 Teaching ECE Language Arts 2(2-0)

This course encompasses literacy and language arts in the K-3 curriculum. Content knowledge and teaching strategies will be the focus of the course. Thirty hours of field experience are required. Prerequisite: Admission to Education. (F)

ECE 463 Teaching ECE Math 2(2-0)

This course encompasses mathematics in the K-3 curriculum. Content knowledge and teaching strategies will be the focus of the course. Thirty hours of field experience are required. Prerequisite: Admission to Education. (S)

ECE 464 Teaching ECE Science 2(2-0)

This course teaches teachers of young children the subject area of science in the K-3 curriculum. Content knowledge and teaching strategies will be the focus of the course. Includes 30 hours of field work. Prerequisite: Admission to Education. (S)

ECE 485 Capstone in ECE 1(1-0)

Explores substantive issues facing new ECE teachers including job search skills, meeting the needs of at-risk students, creating equitable learning environments, and

methods of inquiry in education. Prerequisite: Admission to Education. Corequisite: ECE 486. (F, S)

ECE 486 Student Teaching in ECE (6, 12)

Student Teaching at the K-3 level. Application must be submitted on or before date in the Teacher Education Handbook prior to the semester in which student teaching will commence. Prerequisite: Approved application for student teaching. Corequisite: ECE 485. (F, S)

ECE 493 Seminar 3(3-0)

Seminar in Early Childhood Education (for non-licensure ECE majors). Focuses on the steps in designing high-quality projects/internships in ECE. Taken immediately preceding the expected internship term. Prerequisite: Admission to Education. (F, S)

ECE 494 Field Experience (1-12 VAR)

Upper division field experience in an Early Childhood Education setting. (*) Repeatable

ECE 498 Internship 9(9-0)

Internship in an Early Childhood Education setting (for non-licensure ECE majors) including completion of a major project and presentation of results. Prerequisite: Admission to Education, ECE 493. (F, S)

GRADUATE COURSES

ECE 520 Adv Mthds Involving Div Fam in ECE 3(3-0)

An advanced exploration of the theoretical foundations and practical applications of family diversity and parent involvement in early childhood education. Prerequisite: Admission to Education or M.Ed. program. (SS)

ECE 525 Practices in EC Special Education 3(3-0)

An advanced exploration of educating young children with disabilities or special needs in the early childhood setting. Includes 30 hours of field work. Prerequisite: Admission to Education or M.Ed. program. (S)

ECE 530 Adv Mthds of Tchg CLD Children 3(3-0)

An advanced exploration of the research and best practices of teaching young children with culturally and linguistically diverse backgrounds (Birth-3rd grade). Includes 30 hours of field work. Prerequisite: Admission to Education or M.Ed. program. (S)

ECE 540 Adv Mthds of Effect Inst Early Lit 3(3-0)

An advanced exploration of the development of reading, writing, listening, speaking, and doing in ECE including factors that enhance or reduce language literacy acquisition and development. Prerequisite: Admission to Education or M.Ed. program. (F)

ECE 550 Adv Exploration of Programs for ECE 3(3-0)

An advanced exploration of the different programs available for children in the ECE age range, both in and out of a school setting. Includes 30 hours of field work. Prerequisite: Admission to Education or M.Ed. program. (F)

ECE 555 Advanced Play & Creativity in ECE 3(3-0)

Focuses on developing advanced principles and methods for using meaningful play and creative arts experiences across the early childhood curriculum to enhance the development of basic skills. Prerequisite: Admission to Education or M.Ed. Program. (SS)

ECE 560 Adv Management of ECE Classrooms 2(2-0)

An advanced exploration of effective classroom management procedures with young children in groups. Includes theoretical perspectives, rules and organization, pro-social behavior, and effective pedagogical decisions. Prerequisite: Admission to Education or M.Ed. program. (SS)

ECE 561 Adv Mthds of Tchg ECE Soc Stud 2(2-0)

An advanced exploration of how to teach young children the subject area of social studies in the K-3 curriculum. Content knowledge and teaching strategies will be the focus of the course. Includes 30 hours of field work. Prerequisite: Admission to Education or M.Ed. program. (F)

ECE 562 Adv Mthds of Tchg ECE Lang Arts 2(2-0)

An advanced exploration of the methods of teaching language arts in the K-3 curriculum with a focus on reading. Content knowledge and teaching strategies will be the focus of the course. Includes 30 hours of field work. Prerequisite: Admission to Education or M.Ed. program. (F)

ECE 563 Adv Mthds of Tchg ECE Math 2(2-0)

An advanced exploration of how to teach young children the subject area of mathematics in the K-3 curriculum. Content knowledge and teaching strategies will be the focus of the course. Includes 30 hours of field work. Prerequisite: Admission to Education or M.Ed. program. (S)

ECE 564 Adv Mthds of Tchg ECE Science 2(2-0)

An advanced exploration of how to teach young children the subject area of science in the K-3 curriculum. Content knowledge and teaching strategies will be the focus of the course. Includes 30 hours of field work. Prerequisite: Admission to Education or M.Ed. program. (S)

ECONOMICS (ECON)

UNDERGRADUATE COURSES

ECON 201 Principles of Macroeconomics 3(3-0)

Applications oriented approach to understanding the economy including monetary policy, deficits and surpluses, international issues; fundamental differences between liberal and conservative economic policies. (F,S) (Gen Ed: SS, GT-SS1)

ECON 202 Principles of Microeconomics 3(3-0)

Illustrates how firms make price, wage and profit maximizing decisions. Other topics include market performance, market failure, environmental issues and government intervention. (F,S) (Gen Ed: SS, GT-SS1)

ECON 301 Intermediate Macroeconomics 3(3-0)

In-depth study of macroeconomic models including classical, Keynesian, monetarist, new classical and new Keynesian systems. Evaluates applications of monetary and fiscal policies in different models. Prerequisite: ECON 201. (F)

ECON 302 Intermediate Microeconomics 3(3-0)

In-depth study of microeconomic theories of production and consumption. Emphasis on strategic behavior and decision making under uncertain conditions. Prerequisite: ECON 202. (S)

ECON 310 Money and Banking 3(3-0)

Topics include behavior of interest rates, money supply process and theory of central banking, determinants of

Course Description Information

exchange rates and current issues of international financial system. Prerequisite: ECON 201. (*)

ECON 320 Geography of the World Economy 3(3-0)

Students explore geographic dimensions of economic activities to better understand world regions, locational advantages, and geopolitical dynamics in an increasingly interconnected global economy. (*)

ECON 325 Real Estate Economics 3(3-0)

Explore the role of Real Estate in the U.S. economy. Examine the economic factors in the market, including property valuation, investment analysis methods, mortgage lending & investment strategies for wealth accumulation. Prerequisite: Econ 201 & 202. (F)

ECON 420 Regional Economic Analysis 3(3-0)

Applies regional economic concepts to real-world projects. Develops skills in accessing a community's trade area, trade relations between communities and sources of local employment growth. Prerequisite: ECON 201. (*)

ECON 475 International Economics 3(3-0)

International trade and finance theory. Topics include trade protectionism, regional alliances, role of international organizations, economic development, exchange rate determination and balance of payments. Prerequisite: ECON 201 and ECON 202. (*)

ECON 490 Special Projects (1-6 VAR) (*) Repeatable (6)

ECON 491 Special Topics (1-3 VAR)

Prerequisite: permission of instructor. (*) Repeatable (6)

ECON 495 Independent Study (1-3 VAR)

Prerequisite: senior standing in School of Business and permission of department chair. (*) Repeatable (6)

ECON 498 Internship (1-6 VAR)

Supervised field work in selected business, social, and governmental organizations; supplemented by written reports. Prerequisite: junior or senior standing in School of Business and permission of internship coordinator. (S/U grading) (*) Repeatable (6)

GRADUATE COURSES

ECON 501 Fundamentals of Economics 1.5(1.5-0)

This class prepares students to understand the market economy and forces that affect prices of goods and services, prices of resources and profit maximizing decisions. Prerequisite: admission to MBA. (*)

ECON 505 Principles of Microeconomics 3(3-0)

Applications oriented approach to understanding the economy including monetary policy, deficits and surpluses, international issues; fundamental differences between liberal and conservative economic policies. (*)

ECON 510 Economics for Managers 3(3-0)

Provides the macro- and micro-economic understanding managers will use throughout their careers. Topics include demand estimation, pricing, decisions under uncertainty, domestic monetary policy, international economics. Prerequisite: admission to MBA or permission of MBA Director. (*)

ECON 591 Special Topics 3(3-0)

Prerequisite: admission to MBA or permission of MBA Director. (*) Repeatable (6)

ECON 595 Independent Study (1-3 VAR)

Individual study of a subject determined by the instructor and student with permission of the director. Prerequisite: admission to MBA or permission of MBA Director. (*) Repeatable (6)

EDUCATION (ED)

A grade of C or better is required for prerequisite courses.

UNDERGRADUATE COURSES

ED 102 Teaching as a Career 1(1-1)

Orientation to teaching and teacher education. Class sessions and classroom observation required. Not required for teacher certification. (F,S)

ED 202 Foundation of Education 3(3-0)

Historical, philosophical and sociological dimensions of education including legal and financial challenges associated with the institution of education. (F,S,SS)

ED 210 Human Growth and Development for Educators 3(3-0)

Physical, mental, social and emotional growth of the individual; provides teachers with needed perspectives on elementary and secondary school students. (F,S,SS)

ED 280 Educational Media and Technology 3(3-0)

Prepares teachers to use technology for instruction, assessment, management, and research. (F,S,SS)

ED 301 Frameworks of Teaching 4(4-0)

Includes approaches to designing learner-centered classroom communities through applications of standards-based instruction, effective planning and assessment, and classroom management; 30 hours of field experience. Prerequisite: completion of 45 credit hours and 2.6 cumulative GPA. (F,S)

ED 325 Early Field Experience with the Atypical Learner (1-3 VAR)

Development and implementation of principles in teaching atypical learners in a tutorial situation. Prerequisite: admission to Teacher Education Program. (*) Repeatable

ED 351 Children's Literature 3(3-0)

Classic and contemporary children's literature with emphasis on selection and evaluation. Prerequisite: ENG 102. (*)

ED 380 Integrated Methods in Elementary 3(3-0)

Prepares elementary teachers to integrate the expressive arts and physical education into the elementary curriculum; 30 hours of field experience. Prerequisite: acceptance into the Teacher Education Program. (F,S)

ED 400 Workshop (1-3 VAR)

Designed for special activity-oriented experiences to be conducted in short sessions. Each workshop has a subtitle and no subtitle may be repeated for credit. Prerequisite: acceptance to the Teacher Education Program or permission of instructor. (*) Repeatable

ED 406 Behavioral Support 3(3-0)

Prepares teachers to implement individual, classroom-wide and school-wide behavioral supports and interventions. Field experience required. Prerequisite: admission to Teacher Education. (SS)

ED 407 Levels of Support I 3(3-0)

Prepares teachers to teach students with special needs in inclusive environments, with emphasis on literacy, math, and academic interventions. Requires field experience. Prerequisite: admission to Teacher Education. (SS)

ED 408 Levels of Support II 3(3-0)

Addresses effective instruction for secondary students, including transition planning. Requires field experience. Beginning reading course strongly recommended as a prerequisite. Prerequisite: admission to Teacher Education. (F)

ED 409 Levels of Support III 3(3-0)

Focuses on instructional programs for K-12 students with severe learning and behavioral challenges. Requires field experience. Prerequisite: admission to Teacher Education. (S)

ED 410 Collaboration in Education 3(3-0)

Supports skills at co-teaching, teaming, and collaboration with teachers, families, paraprofessionals, and others to strengthen student achievement. Requires field experience. Prerequisite: admission to Teacher Education. (S)

ED 412 Teaching Diverse Learners 3(3-0)

Focuses on legislation for special education, nature of exceptionalities, and meeting the needs of K-12 students, including second language learners; 30 hours field experiences. Prerequisite: acceptance into the Teacher Education Program. (F,S)

ED 413 Teaching Elementary Social Studies 2(2-0)

Methods of teaching social studies in the elementary school. Prerequisite: acceptance into the Teacher Education Program. (F,S)

ED 414 Teaching Elementary Science and Health 2(1.5-1.5)

Methods of teaching health and science in the elementary school. Part of elementary field experience block. Prerequisite: acceptance into the Teacher Education Program. (F,S)

ED 417 Teaching Mathematics in Elementary School 2(1.5-1.5)

Scope and sequence of elementary school mathematics are examined along with instructional methods that address the developmental differences of children; 30 hours of field experiences. Prerequisite: MATH 361 and acceptance into the Teacher Education Program. (F,S)

ED 421 Classroom Integration of Internet 2(2-0)

Methods to effectively and legally integrate the Internet into the classroom as a communication and instructional tool. Prerequisite: ED 280, admission to Education. (F,S)

ED 423 Teaching and Managing Technology 3(3-0)

Strategies, processes, and procedures for managing technology in K-12, including efficient use of emerging pedagogies. Prerequisite: ED 280, admission to Education. (F,S)

ED 427 Productivity Tools for Classroom 1(1-0)

Applications of Microsoft Office as a productivity tool, including integration of use in classroom. Field experience required. Prerequisite: ED 280, admission to Education. (F,S)

ED 428 Integration of Educational Software 1(1-0)

Familiarity with and criteria for selecting evaluating, and using quality educational software. Field experience required. Prerequisite: ED 280, admission to Education. (F,S)

ED 429 Literacy & Technology 3(3-0)

Methods for using technology to assess and teach literacy. Prerequisite: ED 280, admission to Education. (F,S)

ED 431 Diverse Learners & Technology 3(3-0)

Strategies for using technology to enhance learning for all students, with emphasis on the relationship between technology and equity. Field experience required. Prerequisite: ED 280, admission to Education. (F,S)

ED 432 Hardware & Networking for Educators 3(3-0)

Pedagogical and practical considerations in using networking and hardware in schools. Prerequisite: ED 280. (SS)

ED 433 Instructional Theory & Tech Design 3(3-0)

Instructional system design theories and models and their adaptation to plan and use technology effectively in the classroom. Field experience required. Prerequisite: ED 280, admission to Education. (F,S)

ED 434 Multimedia Design 3(3-0)

Methods and tools for creating multimedia learning objects for K-12 classrooms. Field experience required. Prerequisite: ED 280, admission to Education. (SS)

ED 435 Classroom Management 3(2-3)

Includes general teaching methods and strategies, learning theories applied to teaching discipline, curriculum educational measurement and evaluation, school organization and school law applicable to classroom teachers. Field experience required. Prerequisite: acceptance into the Teacher Education Program. (F,S)

ED 436 Technology & Assessment Tools 3(3-0)

Prepares teachers to use technology in assessment practices in the classroom. Prerequisite: admission to Teacher Education. (SS)

ED 444 Teaching Secondary Science 4(3-2)

Focuses on teaching methods, materials, and assessment strategies necessary to prepare students to teach in secondary standards-based science classrooms; 60 hours of field experience. Prerequisite: acceptance into the Teacher Education Program. (F)

ED 445 Assessment & Data Driven Instruction 3(3-0)

Prepares teachers to select, administer, and interpret formal and informal assessments to improve instruction. Requires field experience. Prerequisite: acceptance into the Teacher Education Program. (F)

ED 446 Teaching K-12 Art 4(3-2)

Focuses on art curriculum, methods, and assessment to prepare art educators to successfully teach in K-12 standards-based art classrooms; 60 hours of field experience. Prerequisite: acceptance into the Teacher Education Program. (F)

Course Description Information

ED 447 Teaching English in Secondary Schools 4(3-2)

Familiarizes students with Colorado foreign language standards, standards-based lesson and unit planning, and authentic assessment; 60 hours of field experiences. Prerequisite: acceptance into the Teacher Education Program. (F)

ED 448 Teaching Foreign Language (K-12) 4(3-2)

Familiarizes students with Colorado foreign language standards, standards-based lesson and unit planning, and authentic assessment; 60 hours of field experiences. Prerequisite: acceptance into the Teacher Education Program. (F)

ED 451 Teaching Secondary Social Studies 4(3-2)

Familiarizes students with the Colorado content standards, including standards-based lesson and unit planning strategies and authentic assessment; 60 hours of field experiences. Prerequisite: acceptance into the Teacher Education Program. (F)

ED 452 Teaching Secondary Business 4(3-2)

Prepares teachers to teach all areas of the business curriculum in secondary schools; 60 hours of field experiences. Prerequisite: admission to Teacher Education. (*)

ED 481 Practicum & Seminar in Education (3-6 VAR)

Supervised practicum and seminar in second teaching or endorsement area. Prerequisite: admission to Education. (F,S,SS) Repeatable

ED 485 Capstone Seminar in Education 1(1-0)

Explores substantive issues facing teacher, including meeting the needs of at-risk students; creating inclusive, equitable learning communities, and methods of effective inquiry in education. Prerequisite: admission to Teacher Education. Corequisite: ED 487, 488 or 489. (F,S)

ED 487 Student Teaching Elementary (6, 12 VAR)

Elementary level. Application must be submitted on or before date in the *Teacher Education Handbook* prior to the semester in which student teaching will commence. Prerequisite: approved application for student teaching. Corequisite: ED 485. (F,S)

ED 488 Student Teaching Secondary (6, 12 VAR)

Secondary level. Application must be submitted on or before date in the *Teacher Education Handbook* prior to the semester in which student teaching will commence. Prerequisite: approved application for student teaching. Corequisite: ED 485. (F,S)

ED 489 Student Teaching K-12 (6, 12 VAR)

K-12 level. Application must be submitted on or before date in the *Teacher Education Handbook* prior to the semester in which student teaching will commence. Prerequisite: approved application for student teaching. Corequisite: ED 485. (F,S)

ED 491 Special Topics (1-3 VAR) (*) Repeatable

ED 494 Field Experience (1,3,5,10 VAR)

Field experience in an educational setting. Not applicable to teacher certification. (S/U grading) (*) Repeatable

ED 495 Independent Study (1-3 VAR) (*) Repeatable

GRADUATE COURSES

ED 500 Workshop (.5, 1, 1.5, 2, 2.5, 3 VAR)

Activity-oriented experiences for teachers. Each has a subtitle; no subtitle may be repeated for credit. Counts for M.Ed. credit with approval of Program Director. Prerequisite: graduate standing. (S/U grading) (*) Repeatable

ED 501 Professional Development for Teachers (.5, 1, 1.5, 2, 2.5, 3 VAR)

Professional development for teachers. Each has a subtitle; no subtitle may be repeated for credit. Counts for M.Ed. credit with approval of Program Director. Prerequisite: graduate standing. (F,S,SS) Repeatable

ED 502 Teacher as Change Agent 3(3-0)

Introduces strategies for professional growth including interpretation of research and professional collaboration. Prerequisite: admission to M.Ed. Program. (F,S)

ED 503 Teacher as Researcher 3(3-0)

Develops skills at conducting and applying action research strategies to improve teaching and learning. Prerequisite: ED 502. (F,S)

ED 504 Leading Change in America's Schools 3(3-0)

Builds teachers' skills in leading school change. Prerequisite: ED 502. (F,S)

ED 505 Education Across Cultures 2(2-0)

Analysis of multiculturalism and how the educational process can be adapted to children of diverse cultural backgrounds. Prerequisite: graduate standing. (*)

ED 506 Behavioral Support 3(3-0)

Prepares teachers to implement individual, classroom-wide and school-wide behavioral supports and interventions. Field experience required. Prerequisite: admission to Graduate Program, Teacher in Residency Program, or admission to Teacher Education. (SS)

ED 507 Levels of Support I 3(3-0)

Prepares teachers to teach students with special needs in inclusive environments, with emphasis on literacy, math, and academic interventions. Requires field experience. Prerequisite: admission to M.Ed. Program, Teacher in Residency Program, or Teacher Education Program. (SS)

ED 508 Levels of Support II 3(3-0)

Addresses effective instruction for secondary students, including transition planning. Requires field experience. Prerequisite: admission to M.Ed. Program, Teacher in Residency Program, or Teacher Education Program. (F)

ED 509 Levels of Support III 3(3-0)

Focuses on instructional programs for K-12 students with severe learning and behavioral challenges. Requires field experience. Prerequisite: admission to Graduate Program, Teacher in Residency Program, or admission to Teacher Education. (S)

ED 510 Collaboration in Education 3(3-0)

Supports skills at co-teaching, teaming, and collaboration with teachers, families, paraprofessionals, and others to strengthen student achievement. Requires field experience. Prerequisite: admission to Graduate Program, Teacher in Residency Program, or admission to Teacher Education. (S)

ED 512 Teaching Diverse Learners 3(3-0)

Focuses on legislation for special education, nature of exceptionalities, and meeting the needs of K-12 students, including second language learners; 30 hours field experiences. Prerequisite: graduate standing. (F,S)

ED 514 Teaching K-6 Math 2(2-0)

Focuses on teaching methods, materials, and assessment strategies in math in the elementary school; 30 hours of field experiences. Prerequisite: MATH 361 and graduate standing (*)

ED 520 Educational Media and Technology 3(3-0)

Prepares teachers to use technology for instruction, assessment, management, and research. Prerequisite: graduate standing. (F,S,SS)

ED 521 Classroom Integration of Internet 2(2-0)

Methods to effectively and legally integrate the Internet into the classroom as a communication and instructional tool. Prerequisite: ED 280/520, admission to Education, completion of a teaching program, or instructor approval, graduate standing. (F,S)

ED 522 Issues in Education 2(2-0)

Contemporary problems in education, their historical development and philosophical implications. Prerequisite: graduate standing. (*) Repeatable

ED 523 Teaching and Managing Technology 3(3-0)

Strategies, processes, and procedures for managing technology in K-12, including efficient use of emerging pedagogies. Prerequisite: ED 280/520, admission to Education, completion of a teaching program, or instructor approval, graduate standing. (F,S)

ED 524 Advanced Techniques of Teaching Elementary Social Studies 2(2-0)

Analysis of techniques for conceptual approaches to teaching socialization skills, critical thinking and inquiry skills; and helping children develop healthy attitudes and values. Prerequisite: graduate standing. (*)

ED 525 Advanced Techniques of Teaching Elementary Science and Health 2(2-0)

Emphasis on the newest concepts, techniques and materials for teaching elementary school science and health. Prerequisite: graduate standing. (*)

ED 526 School Health Curriculum 2(2-0)

Training (by grade level) in the use of by "Growing Healthy" - the Primary Grades Health Curriculum Project and the School Health Curriculum Project. This is lateral spread training only, by agreement with the Rocky Mountain Regional Training Center. Prerequisite: graduate standing. (*)

ED 527 Productivity Tools for Classroom 1(1-0)

Applications of Microsoft Office as a productivity tool, including integration of use in classroom. Field experience required. Prerequisite: ED 280/520, admission to Education, completion of a teaching program, or instructor approval, graduate standing. (F,S)

ED 528 Integration of Educational Software 1(1-0)

Familiarity with and criteria for selecting evaluating, and using quality educational software. Field experience required. Prerequisite: ED 280/520, admission to Education, completion

of a teaching program, or instructor approval, graduate standing. (F,S)

ED 529 Literacy & Technology 3(3-0)

Methods for using technology to assess and teach literacy. Field experience required. Prerequisite: ED 280/520, admission to Education, completion of a teaching program, or instructor approval, graduate standing. (F,S)

ED 530 Instructional Programming 2(2-0)

Principles of curriculum design, educational goals, instructional objectives, and developing long- middle- and short-range plans. For elementary and secondary teachers. Prerequisite: graduate standing. (*)

ED 531 Diverse Learners & Technology 3(3-0)

Strategies for using technology to enhance learning for all students, with emphasis on the relationship between technology and equity. Field experience required. Prerequisite: ED 280/520, admission to Education, completion of a teaching program, or instructor permission, graduate standing. (F,S)

ED 532 Hardware & Networking for Educators 3(3-0)

Pedagogical and practical considerations in using networking and hardware in schools. Prerequisite: ED 280/520, graduate standing. (SS)

ED 533 Instructional Theory & Tech Design 3(3-0)

Instructional system design theories and models and their adaptation to plan and use technology effectively in the classroom. Field experience required. Prerequisite: ED 280/520, admission to Education, completion of a teaching program, or instructor permission, graduate standing. (F,S)

ED 534 Multimedia Design 3(3-0)

Methods and tools for creating multimedia learning objects for K-12 classrooms. Field experience required. Prerequisite: ED 280/520, admission to Education, completion of a teaching program, or instructor approval, graduate standing. (SS)

ED 536 Technology & Assessment Tools 3(3-0)

Prepares teachers to use technology in assessment practices in the classroom. Prerequisite: admission to Graduate Program, Teacher in Residency Program, or admission to Teacher Education. (SS)

ED 542 Contemporary Techniques of Classroom Management 2(2-0)

What research and professional practice say about organizing students, space, information, and resources; motivating, goal setting, communicating, and problem solving with student; and handling disruption and behavior problems. (*)

ED 544 Teaching Secondary Science 3(3-0)

Focuses on teaching methods, materials, and assessment strategies necessary to prepare students to teach in secondary standards-based science classrooms. Prerequisite: graduate standing. (F)

ED 545 Assessment & Data Driven Instruction 3(3-0)

Prepares teachers to select, administer, and interpret formal and informal assessments to improve instruction. Requires field experience. Prerequisite: admission to Graduate Program, Teacher in Residency Program, or admission to Teacher Education. (F)

Course Description Information

ED 546 Teaching K-12 Art 3(3-0)

Focuses on Art curriculum, methods, and assessment to prepare art educators to successfully teach in K-12 standards-based art classrooms. Prerequisite: graduate standing. (F)

ED 547 Teaching English in Secondary Schools 3(3-0)

Familiarizes students with Colorado Language Arts Standards, standards-based lesson and unit planning and authentic assessment. Prerequisite: graduate standing. (F)

ED 548 Teaching Foreign Language 3(3-0)

Familiarizes students with Colorado Foreign Language Standards, standards-based lesson and unit planning and authentic assessment. Prerequisite: graduate standing. (F)

ED 550 K-12 Music Methods 3(3-0)

Familiarization with the Colorado Music Content Standards. Standards based lesson and unit planning and strategies for general, instrumental, and vocal music will be emphasized. Prerequisite: graduate standing. (F)

ED 551 Teaching Secondary Social Studies 3(3-0)

Familiarizes students with Colorado Social Studies Content Standards, standards-based lesson and unit planning strategies and authentic assessment. Prerequisite: graduate standing. (F)

ED 552 Teaching Secondary Business 3(3-0)

Prepares teachers to teach all areas of the business curriculum in secondary schools. Prerequisite: admission to Teacher in Residency Program or admission to Teacher Education and graduate standing. (*)

ED 555 Foundations of Learning Disorders 3(3-0)

Exceptionalities: emphasis on high-incidence handicaps. Includes recent legislation and identification, referral, staffing and placement procedures. Major intervention strategies examined. Prerequisite: graduate standing. (*)

ED 560 Professional Development in Curriculum and Instruction 4(4-0)

Stresses skill-building in classroom instruction, including curriculum development and student assessment. Current innovations in public education are also addressed. Prerequisite: graduate standing. (*)

ED 570 The Technology Coordinator 3(3-0)

Examination of the roles of the technology coordinator in a K-12 educational setting. ED 532 is strongly recommended as a prerequisite. Prerequisite: graduate standing, ED 280 or 520. (*)

ED 571 Distance Learning 3(3-0)

Provides information needed to be knowledgeable distance educators and instructional developers for K-12 distance learning. Prerequisite: ED 533. (*)

ED 574 Early Childhood Space Exploration 3(3-0)

Designed to provide tools necessary to teach space concepts through inquiry-based learning to young children. Prerequisite: completion of a teaching program. (*)

ED 575 Lunar/Mars Exploration 3(3-0)

Participants will investigate how to establish and maintain humans on our moon or Mars and how to integrate these concepts into the classroom. Prerequisite: completion of a teaching program. (*)

ED 576 Rocketry and Exploration 3(3-0)

Participants will examine the technological advances that are being developed for human exploration of the solar system. Prerequisite: completion of a teaching program. (*)

ED 577 Astronomy for the Classroom 3(3-0)

Participants will investigate topics such as motions of the heavens, astronomical research tools, stars, and constellations, 3D exploration of comets, auroras, and planets. Prerequisite: completion of a teaching program. (*)

ED 578 Long Term Space Travel 3(3-0)

Participants will investigate answers to how humans can expand beyond home to maximize the benefits from space exploration. Prerequisite: completion of a teaching program. (*)

ED 579 Earth Systems Science 3(3-0)

Participants will investigate answers to how humans can expand beyond home to maximize the benefits from space exploration. Prerequisite: completion of a teaching program. (*)

ED 580 Integrated Methods 3(3-0)

Prepares elementary teachers to teach Social Studies, with emphasis on integration of the expressive arts and PE. Prerequisite: graduate standing. (*)

ED 581 Practicum & Seminar in Education (1-6 VAR)

Supervised practicum and seminar in second teaching or endorsement area. Prerequisite: admission to Education, graduate standing. (F,S,SS) Repeatable

ED 591 Special Topics (1-3 VAR)

Prerequisite: graduate standing. (*) Repeatable

ED 592 Research (1-3 VAR)

Prerequisite: graduate standing and permission of graduate adviser. (*) Repeatable

ED 593 Seminar (1-6 VAR)

Prerequisite: graduate standing. (*) Repeatable

ED 594 Field Experience (1-3 VAR)

Field experience in an educational setting. Prerequisite: graduate standing. (F,S,SS) Repeatable

ED 595 Independent Study (1-3 VAR)

Prerequisite: graduate standing and permission of graduate adviser. (*) Repeatable

EE 599 Thesis Research (1-6 VAR) (*) Repeatable

ELECTRICAL ENGINEERING (EE)

UNDERGRADUATE COURSES

EE 100 Electrical Engineering Fundamentals 3(3-0)

Electrical engineering fundamentals and problem solving using design and visualization tools. (F)

EE 102 Digital Circuit Logic 4(3-2)

Boolean algebra, Karnaugh maps, multiplexers, decoders, ROMs, PLAs, flip-flops, counters, sequential networks, state tables. Prerequisite: High school physics. (S)

EE 201 Circuit Theory 3(2-2)

Basic circuit analysis techniques and applications to engineering design problems. Corequisite: MATH 224, PHYS 222. (F)

EE 202 Circuit Theory Applications 4(3-3)

Step and Sinusoidal Response of networks; modeling of active devices. Prerequisite: EE 201. (S)

EE 251 Introduction to Microprocessors 4(3-3)

Microprocessor organization assembly language, I/O techniques, real time interfaces, applications, hardware/software. Prerequisite: EE 102. (S)

ENGINEERING (EN)**UNDERGRADUATE COURSES****EN 101 Introduction to Engineering 2(2-0)**

Introduction to engineering curriculum and careers. Problem solving and creativity. Spreadsheets, word processing and other computer skills. (F,S)

EN 103 Problem Solving for Engineers 3(2-2)

Writing computer programs to solve real-world problems in engineering and science. Prerequisite: MATH 121. (F,S)

EN 107 Engineering Graphics 2(1-2)

Introduction to the preparation of engineering drawings using freehand sketching and computer graphics software. (F,S)

EN 109 Introduction to Sustainability 2(2-0)

Interdisciplinary foundation for sustainability including systems theory, humans and the environments, and the social and economic dimensions of sustainability. (F)

EN 211 Engineering Mechanics I 3(3-0)

Introduction to the relationship between forces and moments acting on an object that is in equilibrium (statics). Prerequisite: PHYS 221. Pre or corequisite: MATH 207. (F)

EN 212 Engineering Mechanics II 3(3-0)

Introduction to the relationship between forces and moments acting on rigid objects and the motion of objects (dynamics). Prerequisite: EN 211. (S)

EN 215 Introduction to Industrial and Systems Engineering 3(3-0)

Engineering viewpoints of the principles of organization for production and the operations applicable to accomplishing organizational responsibilities. (F)

EN 231 Circuit Analysis I 4(4-0)

Circuit concepts, conventions and network equations. Initial conditions and classical methods of obtaining transient and steady-state solutions. Prerequisite: MATH 224. Pre or corequisite: PHYS 222 and MATH 207. Corequisite: EN 231L. (F)

EN 231L Circuit Analysis I Lab 1(0-2)

Observation and analysis of electrical circuits involving resistance, inductance and capacitance. Corequisite: EN 231. (F)

EN 232 Circuit Analysis II 4(4-0)

Continuation of EN 231 including waveform synthesis, network theorems, Fourier series, pole-zero diagrams and two-port network theory. Introduction to Laplace transforms. Prerequisite: EN 231. (*)

EN 260 Basic Electronics 3(3-0)

Characteristics, operation, and basic circuits of solid-state devices. Operational amplifiers with typical applications are also introduced. Prerequisite: EN 231. (S)

EN 263 Electromechanical Devices 3(3-0)

DC and AC motors and generators, transformers, stepper motors, servomotors and various sensors: theory, device characteristics, applications and controls. Prerequisite: EN 103, EN 231. Pre or corequisite: EN 212, EN 260 (S)

EN 275 Stochastic Systems 4(4-0)

Noncalculus probability modeling and statistical analysis of systems containing elements of uncertainty. Prerequisite: MATH 121. (F)

EN 286 Group Dynamics for Teams 3(3-0)

Group Dynamics applied to teams. Team development, basic team processes, conflict management, decision making, leadership, problem solving, and impacts of diversity and culture on teams. (S)

EN 291 Special Topics (1-5 VAR)

Selected topics in engineering. (*) Repeatable

EN 292 Research (1-6 VAR)

Research closely supervised by a faculty member with regular meetings. (*) Repeatable

EN 295 Independent Study (1-5 VAR)

Intensive study directed by a faculty member. (*) Repeatable

EN 296 Cooperative Education Placement (1-5 VAR)

Work experience under direction of a field supervisor and a faculty member. Prerequisite: freshman or sophomore standing. (F,S) Repeatable

EN 298 Internship (1-6 VAR)

Field work in a company or organization, with written reports. (S/U grading) (*) Repeatable

EN 301 Fluid Mechanics 4(4-0)

Introduction to the relationship between the forces applied to a fluid, the motion of the fluid, and the mechanical properties of the fluid. Prerequisite: EN 212. (*)

EN 321 Thermodynamics 3(3-0)

Introduction to energy equations and flows, entropy, kinetic theory and statistical mechanics, second law of thermodynamics, heat engines and heat transfer. Prerequisite: PHYS 221. (F)

EN 324 Materials Science and Engineering 3(3-0)

Fundamentals of chemical structure and atomic bonding, material properties, deformations under force, stress-strain relationships, selection of materials. Prerequisite: PHYS 221 and high school chemistry. Corequisite: EN 324L. (S)

EN 324L Materials Science and Engineering Lab 1(0-2)

Measurements of material properties and stress-strain relationships. Prerequisite: EN 211. Corequisite: EN 324. (S)

Course Description Information

EN 343 Engineering Economy 3(3-0)

Modeling, analysis and decision making involving time value of money, depreciation, income taxes and replacement analysis. Prerequisite: MATH 121. (F)

EN 351 Heat Transfer 3(3-0)

Steady and unsteady conduction of heat. Convection heat transfer in boundary layer and duct flows. Forced and free convection. Thermal radiation. Prerequisite: EN 321 (*)

EN 360 Control Systems I 2(2-0)

Linear analog control systems theory is introduced. Open and closed-loop systems are examined, and performance characteristics are analyzed. Prerequisite: EN 260, MATH 337. Corequisite: EN 360L. (F)

EN 360L Control Systems I Lab 1(0-2)

Corequisite: EN 360. (F)

EN 361 Digital Electronics 3(3-0)

Introduction to digital technology emphasizing practical microprocessors. Number systems and codes, truth tables, Boolean functions, combinational and sequential logic, registers, counters, memory devices, and microprocessors. Prerequisite: EN 260. Corequisite: EN 361L. (F)

EN 361L Digital Electronics Lab 1(0-2)

Corequisite: EN 361. (F)

EN 362 Introduction to Mechatronics 2(2-0)

Elements of a mechatronics system: signal conditioning, sensors, actuators, microcontrollers, and software. Prerequisite: EN 263. Corequisite: EN 362L. (F)

EN 362L Mechatronics Lab 1(0-2)

Corequisite: EN 362. (F)

EN 363 Virtual Machine Design 2(2-0)

Computer aided design of machines including mechanical components: shaft systems, power transmission, and motion generation. Prerequisite: EN 324. Corequisite: EN 363L. (S)

EN 363L Virtual Machine Design Lab 1(0-2)

Corequisite: EN 363. (S)

EN 375 Stochastic Systems Engineering 3(3-0)

Probability modeling and statistical analysis of engineering systems containing elements of uncertainty. Prerequisite: MATH 126. (F)

EN 420 Simulation Experiments 4(3-2)

Design and statistical analysis of experiments using discrete event simulation models. Prerequisite: EN 375. (S)

EN 430 Project Planning and Control 3(3-0)

Engineering project management including project selection, organization, planning, and budgeting. Project evaluation, tracking and control, and scheduling and resource allocation, including PERT and CPM. Prerequisite: EN 375. (F)

EN 435 Microprocessor Control Systems 3(2-2)

Components of a microprocessor control system, digital processing, survey of state-of-the-art micro-processor control systems. Prerequisite: EN 360. (*)

EN 439 Time and Motion Studies 2(1-2)

Principles and techniques of methods analysis and work measurement, human performance in human-machine systems. Pre or corequisite: EN 215, EN 375. (F)

EN 440 Safety Engineering 3(3-0)

Occupational safety and health in different industrial environments. Theories of accident causation, governmental regulation, mechanical, electrical and environmental hazards, protective equipment, hazard analysis, safety programs design and administration, systems safety, etc. Prerequisite: EN 343 and 439. (F)

EN 441 Engineering of Manufacturing Processes 3(3-0)

Materials and processes for manufacturing including machining, casting, and forming processes: design, modeling and control. Prerequisite: EN 212. Corequisite: EN 441L. (S)

EN 441L Engineering & Manufacturing Proc Lab 1(0-2)

Corequisite: EN 441. (S)

EN 442 Manufacturing Processes II 3(3-0)

Materials and processes for manufacturing including sheet metal forming, welding, machining and advanced manufacturing processes. Prerequisite: EN 342. (*)

EN 443 Quality Control and Reliability 3(3-0)

Principles and methods of quality control and improvement. Quality management strategy: design and implementation of quality programs in organizations, problem solving techniques, quality improvement tools, etc. Statistical quality control: control charts, process capability evaluation, acceptance sampling procedures, etc. Prerequisite: EN 275 or EN 375. (S)

EN 460 Control Systems II 2(2-0)

Advanced control systems analysis, including microprocessor-based control systems analysis, A/D and D/A converters, Z transforms, and stepper motors. Prerequisite: EN 360. Corequisite: EN 361, EN 460L. (S)

EN 460L Control Systems II Lab 1(0-2)

Corequisite: EN 460. (S)

EN 462 Industrial Robotics 2(2-0)

Basic robotics principles; robot interfacing; robot controls and programming. Laboratory exercises use various robots to meet specific industrial tasks. Prerequisite: EN 460, EN 473. Corequisite: EN 462L. (S)

EN 462L Industrial Robotics Lab 1(0-2)

Corequisite: EN 462. (S)

EN 471 Operations Research 3(3-0)

Techniques for analysis and solution of problems in industrial and management systems. Linear programming, duality theory, sensitivity analysis, and network analysis techniques. Prerequisite: MATH 207, 224. (F)

EN 473 Computer Integrated Manufacturing 2(2-0)

Engineering design, modeling and applications in production: automation, flowlines, robotics, numerical control, and computer usage in manufacturing. Prerequisite: EN 103, 231, 231L, 441 and MATH 207. Corequisite: EN 473L. (F)

EN 473L Computer Integrated Mfg Lab 1(0-2)

Corequisite: EN 473. (F)

EN 475 Facility Planning and Design 3(3-0)

Application of industrial and systems engineering techniques to problems related to an organization's physical resources. Facilities planning and plant layout, material handling, site selection and facilities location. Prerequisite: EN 439. Pre or corequisite: EN 471. (F)

EN 477 Operations Planning and Control 3(3-0)

Techniques for analysis and management of manufacturing operations and production with emphasis on inventory systems and forecasting. Prerequisite: EN 471. (S)

EN 486 Senior Seminar 2(2-0)

Steps in the engineering design process including creativity, technical analysis, and presentations. Prepare for senior project. Prerequisite: permission of instructor. (S/U grading) (F,S)

EN 487 Engineering Design 3(3-0)

Application of engineering principles to a design project. Prerequisite: EN 486. (S)

EN 488 Industrial Engineering Design 3(3-0)

Application of engineering principles to a design project. Prerequisite: EN 486. (S)

EN 489 Senior Capstone in Sustainability 1(1-0)

Application of knowledge gained in the sustainability minor to a project in sustainability. Prerequisite: EN 109, CHEM 125. (S)

EN 491 Special Topics (1-5 VAR)

Prerequisite: junior standing. (*) Repeatable

EN 492 Research (1-6 VAR)

Faculty directed research project. Prerequisite: junior or senior standing. (*) Repeatable

EN 495 Independent Study (1-5 VAR)

Prerequisite: junior standing. (*) Repeatable

EN 496 Cooperative Education Placement (1-5 VAR)

Work experience under the direction of a field supervisor and a faculty member. Prerequisite: junior or senior standing. (F,S) Repeatable

EN 498 Internship (1-6 VAR)

Field work in a company or organization, with written reports. Prerequisite: junior or senior standing. (S/U grading) (*) Repeatable

GRADUATE COURSES**EN 503 Ergonomics 3(3-0)**

Theory and practice of human performance measurement and human factors engineering. Study of human sensory, perceptual mental, psychomotor, and other characteristics applied to the design of human-machine systems for performance effectiveness, productivity and safety. Prerequisite: EN 540 with a grade of C or better. (S)

EN 504 Scheduling and Sequencing 3(3-0)

Theory of deterministic scheduling and sequencing with stochastic extensions. An introduction to the complexity of computations in systems varying from single machine to job shop. Prerequisite: EN 571 with a grade of C or better. (S)

EN 507 Virtual Reality 3(3-0)

Principles, practical aspects, and applications of virtual reality systems and components such as 3D interfaces, displays (3D, visual, haptic, auditory), position tracking, and virtual environments. (F)

EN 511 Structural Engineering 3(3-0)

Design and analysis of wood, steel and concrete structures in railroad application. Prerequisite: EN 211, 212. (F)

EN 513 Artificial Intelligence 3(3-0)

Topics in artificial intelligence including predicate calculus, search strategies, and machine learning with applications. (F)

EN 520 Simulation Experiments 4(3-2)

Design and statistical analysis of experiments using discrete event simulation models. Prerequisite: EN 375. (S)

EN 530 Project Planning and Control 3(3-0)

Engineering project management including project selection, organization, planning, and budgeting. Project evaluation, tracking and control, and scheduling and resource allocation, including PERT and CPM. (F)

EN 531 Railroad Power Systems 3(3-0)

Comprehensive analysis and design of electric power systems for railroads including power supplies, AC/DC and linear motors, third rails, catenaries, and substations/distribution systems. Prerequisite: EN 231, 231L, 263, 360. (S)

EN 539 Time and Motion Studies 2(1-2)

Principles and techniques of methods analysis and work measurement, human performance in human-machine systems. Introduction to research in selected topics. Corequisite: EN 375. (F)

EN 540 Safety Engineering 3(3-0)

Occupational safety and health. Theories of accident causation, governmental regulation, protective equipment, hazard analysis, safety programs design and administration. Introduction to research in selected topics. Prerequisite: EN 375. (F)

EN 541 Engineering of Manufacturing Processes 3(3-0)

Materials and processes for manufacturing including machining, casting, and forming processes: design, modeling and control. Introduction to research in selected topics. Prerequisite: permission of instructor. Corequisite: EN 541L. (S)

EN 541L Engineering & Manufacturing Proc Lab 1(0-2)

Corequisite: EN 541. (S)

EN 543 Quality Control and Reliability 3(3-0)

Design and implementation of quality programs, quality improvement tools, control charts, process capability evaluation, acceptance sampling procedures. Introduction to research in selected topics. Prerequisite: EN 275 or EN 375. (S)

EN 544 Advanced Engineering Economics 3(3-0)

Advanced topics in engineering economy featuring income tax consideration, treatment of inflation, risk and uncertainty models, cost-effectiveness concepts, and project comparison methods. Prerequisite: EN 343, or permission of instructor. (S)

Course Description Information

EN 551 Fleet Management 3(3-0)

Fleet management business and economics, risk analysis, information systems, vehicle planning and control, productivity, safety, and environmental compliance. Prerequisite: EN 343, 375, 471, 530. Pre or corequisite: EN 577. (A grade of C or better required for prerequisites.) (F)

EN 552 Vehicle Dynamics 3(3-0)

Fundamental dynamic considerations in designing ground vehicles and vehicle control systems. Rail systems as an example of modeling dynamic systems at various levels of abstraction. Prerequisite: EN 211, EN 212, EN 231, EN 263. (F)

EN 556 (MATH 556) Design and Analysis of Experiments 3(3-0)

Foundations of experimental design, outline efficient methods to implement experiments, develop statistical methods to sort signal from noise, and analyze information derived from the experiment. Prerequisite: MATH 256 and 356. (SS)

EN 560 Control Systems II 2(2-0)

Advanced control systems analysis, including microprocessor-based control systems analysis, A/D and D/A convertors, Z transforms, and stepper motors. Introduction to research in selected topics. Prerequisite: EN 360, 361. (S)

EN 560L Control Systems II Lab 1(0-2)

Corequisite: EN 560. (S)

EN 561 Advanced Controls 3(3-0)

State-space based analysis/design of linear control systems are introduced in both continuous- and discrete-time domains. Nonlinear systems and the linearization method are covered. Prerequisite: EN 360. (F)

EN 562 Industrial Robotics 2(2-0)

Basic robotics principles; robot interfacing; robot controls and programming. Laboratory exercises use various robots to meet specific industrial tasks. Introduction to research in selected topics. Prerequisite: permission of instructor. Corequisite: EN 562L. (S)

EN 562L Industrial Robotics Lab 1(0-2)

Corequisite: EN 562. (S)

EN 563 Intelligent Robotics 3(3-0)

Theoretical and practical aspects of advanced robotic topics such as trajectory generation, path planning and control, decision logic, advanced sensors, autonomous mobile robots, and humanoids. Prerequisite: graduate standing. (S)

EN 565 Stochastic Systems Engineering 3(3-0)

Analysis and design of systems containing elements of uncertainty in demand and performance capability. Time varying measures and approximations are emphasized. Additional work required of graduate students. Prerequisite: MATH 256 and 356. (*)

EN 571 Operations Research 3(3-0)

Techniques for analysis and solution of problems in industrial and management systems. Linear programming, duality theory, sensitivity analysis, and network analysis techniques. Prerequisite: MATH 224 and graduate standing. (F)

EN 573 Computer Integrated Manufacturing 2(2-0)

Engineering design, modeling and applications for production automation, flowlines, robotics, numerical control, and

computer usage in manufacturing. Introduction to research in selected topics. Prerequisite: EN 541 with a grade of C or better. Corequisite: EN 573L. (F)

EN 573L Computer Integrated Mfg Lab 1(0-2)

Corequisite: EN 573. (F)

EN 575 Facility Planning and Design 3(3-0)

Application of industrial and systems engineering techniques to problems related to an organization's physical resources. Facilities planning, plant layout, material handling, site selection and location. Corequisite: EN 571. (F)

EN 577 Operations Planning and Control 3(3-0)

Techniques for analysis and management of manufacturing operations and production with emphasis on inventory systems and forecasting. Prerequisite: EN 571 with a grade of C or better or permission of instructor. (S)

EN 588 Graduate Projects 3(3-0)

Application of graduate industrial engineering principles to a capstone design project. Prerequisite: EN 520, 571, 575, & 577 with grades of C or better. (*) Repeatable

EN 590 Special Projects (1-3 VAR)

Individual project selected, outlined and pursued by student. May be repeated. Prerequisite: graduate standing and advisor approval. (*) Repeatable

EN 591 Special Topics (1-3 VAR)

Selected topics in industrial and systems engineering. Heuristic design, reliability, industrial ergonomics, multi-criteria decision analysis, analytical facility location and site selection models. Not every topic offered each year. May be repeated. Prerequisite: Permission of instructor. (S) Repeatable

EN 593 Graduate Seminar 2(2-0)

Seminar for students entering the systems engineering program. Philosophical, methodological and ethical issues in systems engineering are discussed. Prerequisite: Permission of instructor. (S/U grading) (F)

EN 595 Independent Study (1-5 VAR)

Prerequisite: graduate standing. (*) Repeatable

EN 598 Internship (1-6 VAR)

Field work in a company or organization, with written reports. (S/U grading) (*) Repeatable

EN 599 Thesis Research (1-9 VAR)

Preparation of thesis to meet degree requirements. Arranged with major adviser. May be repeated. Prerequisite: graduate standing and adviser approval. (S/U grading) (F,S) Repeatable (6)

ENGLISH (ENG)

UNDERGRADUATE COURSES

ENG 099 Foundational Practices in Writing 3(3-0)

Reading and writing assignments introducing argumentation, analysis, and synthesis. Practice in essay writing stressing thesis construction, organization, and development. Does not count toward graduation. (S/U grading) (F,S)

ENG 100 English as a Second Language 3(12 VAR)

Intensive practice in English Language skills with an emphasis on writing for non-native speakers of English. (*) Repeatable (12)

ENG 101 Composition I 3(3-0)

Emphasis on critical thinking, reading, and writing clear and coherent essays that reflect an understanding of the writing process, rhetorical analysis, argumentation, and academic discourse. Prerequisite: English 099, or ACT verbal score of at least 18, or SAT verbal score of at least 440, or an Accuplacer test score of at least 95. (F,S,SS) (Gen Ed: E, GT-CO1)

ENG 102 Composition II 3(3-0)

Sequential course providing continued engagement with critical thinking, reading, argumentation, and using rhetorical techniques in academic writing. Emphasis on research strategies. Prerequisite: ENG 101. (F,S,SS) (Gen Ed: E, GT-CO2)

ENG 106 (ANTHR 106) Language, Thought and Culture 3(3-0)

Cross-cultural introduction to language processes in human society. (*) (Gen Ed: SS) (CC)

ENG 111 Intro to American Academic Discourse 3(3-0)

Practical introduction to American academic discourse and culture for international students, stressing oral and written discussion skills. (*)

ENG 114 Introduction to Creative Writing 3(3-0)

An introduction to poetry, fiction, and creative non-fiction writing, stressing honest and clear writing and heightened critical thinking skills within a workshop setting. (F,S) (Gen Ed: H, GT-AH1) (CC)

ENG 130 Introduction to Literature 3(3-0)

Introduction to the three major literary genres: fiction, poetry, and drama. The main emphasis is on close reading and textual analysis. (*) (Gen Ed: H, GT-AH2)

ENG 161 Careers for English Majors 1(1-0)

Identifies career options and presents employment opportunities for English majors. (*)

ENG 201 Introduction to Literary Study 3(3-0)

Introduction to literary genres, major periods and writers, close reading and textual analysis, modern literary criticism, and research methods. Prerequisite: ENG 102. (*)

ENG 204 (COMR 204) Introduction to Rhetoric 3(3-0)

Provides an introduction to the rhetorical tradition in relationship to the needs of various cultural, technological, and professional contexts. (*)

ENG 205 (COMR 205) Introduction to User Experience 3(3-0)

Course introduces the techniques and principles for measuring and improving the user's experience with digital documents, such as web pages and mobile applications. (S)

ENG 210 American Literature I 3(3-0)

Literature and literary history of America to 1865. Prerequisite: ENG 102. (*)

ENG 212 American Literature II 3(3-0)

Literature and literary history of America from 1865 to the present. Prerequisite: ENG 102. (*)

ENG 220 (CS 220) Survey of Chicano Literature 3(3-0)

Survey of outstanding contemporary Chicano works. Literature deals with Chicano themes, including analysis of folklore and myth. (*) (Gen Ed: H, GT-AH2) (CC)

ENG 221 Masterpieces of Literature I 3(3-0)

Significant writings in world literature from the ancients through the Renaissance and their backgrounds. Prerequisite: ENG 102. (*) (Gen Ed: H, GT-AH2)

ENG 222 Masterpieces of Literature II 3(3-0)

Significant writings in world literature from the seventeenth century to the present and their backgrounds. Prerequisite: ENG 102. (*) (Gen Ed: H, GT-AH2)

ENG 231 Literature of England I 3(3-0)

Literature and literary history of England from the Anglo-Saxon Period through the 18th Century. Prerequisite: ENG 102. (*)

ENG 232 Literature of England II 3(3-0)

Literature and literary history of England in the Romantic, Victorian and Modern Periods. Prerequisite: ENG 102. (*)

ENG 240 Survey of Ethnic Literature 3(3-0)

This course provides an introduction to the literature of four major ethnic groups in the U.S.: Native American, African American, Chicano, and Asian American. Prerequisite: ENG 102. (*) (Gen Ed: H, GT-AH2) (CC)

ENG 241 (WS 241) Women in Literature 3(3-0)

Intensive study of literature written by women, in historical, cultural, and critical contexts. Prerequisite: ENG 102. (*)

ENG 291 Special Topics (1-3 VAR) (*) Repeatable**ENG 302 Grant Writing 3(3-0)**

Examines the strategies involved in professional grant writing. Students will produce and submit grant proposals in response to actual request for proposals. Prerequisite: ENG 101 and ENG 102. (*)

ENG 303 Advanced Composition 3(3-0)

Advanced persuasive writing, including rhetoric and grammar. Prerequisite: ENG 102. (*)

ENG 304 Advanced Rhetorical Study 3(3-0)

Acquaints students with a range of classical and contemporary theories for writing persuasive prose. Research and critical analysis are supplemented by readings of contemporary essays. Prerequisite: ENG 204. (*)

ENG 305 Technical and Scientific Report Writing 3(3-0)

Emphasis on discrete professional formats and styles in writing manuals, proposals, government contracts and reports. For upperclassmen in technical and professional fields. Prerequisite: ENG 102. (*)

ENG 306 Visual Rhetoric 3(3-0)

Rhetorical analysis through visual modes of communication; creation and manipulation of visual messages for a variety of audiences, purposes, situations. Prerequisite: ENG 204. (*)

Course Description Information

ENG 307 Poetry 3(3-0)

Poetry as a genre; prosody and techniques of fixed-form and free verse; poetic traditions from ancient to contemporary; poetic theory and criticism. Prerequisite: ENG 201. (*)

ENG 308 Fiction 3(3-0)

Prose fiction as a genre, including the modern short story and representative novels from 1700 to the present. Prerequisite: ENG 201. (*)

ENG 309 Drama 3(3-0)

Drama as a literary genre; representative works from the ancient, medieval, Renaissance, modern, and contemporary traditions; historical, theatrical, and critical contexts. Prerequisite: ENG 201. (*)

ENG 310 Advanced Literary Forms & Genres 3(3-0)

Analyzes published writers, creative writing, and craft through writing based on the study and theory of a specified genre or form. Prerequisite: ENG 201. (*) Repeatable

ENG 315 Creative Writing: Poetry 3(3-0)

Introduction to writing poetry. A studio workshop for students to grow in their appreciation of poetic processes. Prerequisite: ENG 114. (*)

ENG 316 Creative Writing: Fiction 3(3-0)

Introduction to creating character, situation, and overall structure, emphasis on imaginative and real-life portrayal. Prerequisite: ENG 114. (*)

ENG 317 Creative Nonfiction 3(3-0)

Introduction to writing the reflective essay. Prerequisite: ENG 114. (*)

ENG 318 Creative Writing: Drama 3(3-0)

Introduction to playwriting. Composition of a one-act play and development of creative and critical thinking through the study of major playwrights. Prerequisite: ENG 114. (*)

ENG 319 Professional Editing 3(3-0)

Acquaints students with current practices in editing/publishing. Students will learn to make texts readable and conform to conventions of editing in a variety of disciplines. Prerequisite: ENG 102. (*)

ENG 320 Literature of Enlight/Revolution 3(3-0)

Literature of Enlightenment and Revolution traces through political, philosophical and literary tracts the cultivation of democratic ideals and the emergence of modern democracies. Prerequisite: ENG 201. (*)

ENG 321 American Romanticism 3(3-0)

A study of the major figures in the development of American Romanticism. Prerequisite: ENG 201. (*)

ENG 322 American Literary Realism, 1870-1910 3(3-0)

A study of the development of Realism and Naturalism in American literature during the late 19th century and the early 20th century. Prerequisite: ENG 201. (*)

ENG 323 Modern American Literature 3(3-0)

A study of major writers' themes, and developments in American literature from the 1910s to the 1960s. Prerequisite: ENG 201. (*)

ENG 324 American Cinema/American Culture 3(3-0)

From early twentieth century to date, a survey of profoundly influential, selected American films, their aesthetic, cultural and technological impacts. (*)

ENG 325 Nature Writing in the West 3(3-0)

Studies in writings about the western landscape and environment by American nature writers; intensive practice in nature writing. Prerequisite: ENG 102. (*)

ENG 326 Writing for the WEB 3(3-0)

Writing for the World Wide Web and intranets, including rhetorical approaches, elements of design, and organizing informative sites for education, government, business, and the arts. Prerequisite: ENG 102. (*)

ENG 328 Contemporary American Lit 3(3-0)

Advanced study of a focused topic in contemporary American literature (genre, theme, or set of related texts), in historical, cultural, and critical contexts. Prerequisite: ENG 201. (*)

ENG 331 Development of the Novel 3(3-0)

Emphasis on social problems and European influences, focus on trends coming to full development in the 20th century. Includes recent works. Prerequisite: ENG 201. (*)

ENG 335 (COMR, WS 335) Gender and Communication 3(3-0)

This course examines the ways that gender affects communication behaviors and helps develop an awareness of the processes that affect gender socialization and stereotyping. Prerequisite: ENG 102. (*)

ENG 345 (COMR 345) Intercultural Communication 3(3-0)

Creates cultural awareness and critical-thinking through the study of literary, political, and cultural voices within the United States. Provides foundation for multicultural studies across disciplines. Prerequisite: ENG 101, ENG 102. (*)

ENG 352 English Syntax and Usage 3(3-0)

English usage and language systems, emphasis on forms and functions of language analysis. (*)

ENG 354 Women Writers of Science Fiction 3(3-0)

Classic and contemporary science fiction written by women. (*)

ENG 355 Women Writers of Detective Fiction 3(3-0)

Survey detective fiction by women from Agatha Christie to the present. (*)

ENG 370 Rediscovering the Fairy Tale 3(3-0)

The Fairy Tale: Its history, psychological basis, relationship to mythology, and transformations in poetry, film, music, and visual art. (*)

ENG 371 Medieval English Literature 3(3-0)

Advanced study of a focused topic in medieval literature, (genre, theme, or set of related texts), in historical, cultural, and critical contexts. Prerequisite: ENG 201. (*)

ENG 372 Early Modern English Literature 3(3-0)

Advanced study of a focused topic in early modern English literature, (genre, theme, or set of related texts), in historical, cultural, and critical contexts. Prerequisite: ENG 201. (*)

ENG 373 Restoration & 18th-C. English Lit 3(3-0)

Advanced study of a focused topic in Restoration and 18th-century English literature, (genre, theme, set of related texts), in historical, cultural, and critical contexts. Prerequisite: ENG 201. (*)

ENG 374 Romantic & Victorian English Lit 3(3-0)

Advanced study of a focused topic in Romantic and/or Victorian English literature (genre, theme, or set of related texts), in historical, cultural, and critical contexts. Prerequisite: ENG 201. (*)

ENG 375 Modern & Contemporary English Lit 3(3-0)

Advanced study of a focused topic in modern and/or contemporary English literature (genre, theme, or set of related texts), in historical, cultural, and critical contexts. Prerequisite: ENG 201. (*)

ENG 376 (COMR 376) User Experience Design 3(3-0)

Course familiarizes students with the commonly accepted principles of design that influence how digital texts look and act. (F)

ENG 377 (COMR 377) Usability and User Experience 3(3-0)

Course familiarizes students with the methods, techniques, and tools for collecting the data used to measure User Experience, specifically usability testing. (S)

ENG 391 Special Topics (1-3 VAR)

Prerequisite: ENG 102 or permission of instructor. (*) Repeatable

ENG 404 Writing in the Professions 3(3-0)

Advances course in writing that emphasizes the analysis and creation of documents used in diverse professional settings. Prerequisite: ENG 102. (*)

ENG 412 Young Adult Literature 3(3-0)

Literature suitable for adolescents, including classical and contemporary authors, and issues in selection and evaluation. Prerequisite: ENG 102. (*)

ENG 414 Advanced Writing Workshop 3(3-0)

Development of students' best writings in workshop format in preparation for graduate school and/or publication. A genre-specific focus is required upon enrollment. Prerequisite: ENG 114 and ENG 315, 316, 317, or 318. (*)

ENG 424 Novels into Film 1740-Present 3(2-2)

Comparative study of great novels, 1740-present, and film versions of those novels. (*)

ENG 440 (MCCNM 440) Magazine Writing 3(3-0)

Instruction and practice in writing nonfiction magazine articles with emphasis on story research and market selection. Prerequisite: ENG 102. (*)

ENG 441 Chaucer and His Age 3(3-0)

Chaucer and his contemporaries in their cultural and historical setting. Prerequisite: ENG 201 or ENG 102 and HIST 102. (*)

ENG 445 Magazine Editing and Production 3(3-0)

Writing, editing, and design for printing and Web publication of a general-circulation regional magazine. Prerequisite: ENG 440 or MCCNM 304 or 311 or 440 or permission of the instructor. (*)

ENG 452 History of the English Language 3(3-0)

English language from Anglo-Saxon period to present; emphasis on history linguistic and structural changes. ENG 352 recommended. Prerequisite: ENG 102. (*)

ENG 461 Careers for English Majors 1(1-0)

Identifies and explores graduate school and employment opportunities. (*)

ENG 481 Shakespeare 3(3-0)

Representative works in various genres, with attention to cultural and critical contexts. Prerequisite: ENG 201. (*)

ENG 484 Studies in Major Writers 3(3-0)

Intensive study of a major writer or writers in historical, cultural, and critical contexts. Prerequisite: ENG 201. (*) Repeatable

ENG 485 Literacy Criticism and Theory 3(3-0)

Traditional and contemporary critical theories of literature and their applications. Prerequisite: ENG 201. (*)

ENG 491 Special Topics (1-3 VAR) (*) Repeatable

ENG 492 Research 3(3-0)

Introduces theory and methods of conducting research in rhetoric and literary studies. Prerequisite: ENG 201. (*)

ENG 493 Senior Seminar 3(3-0)

In-depth analysis of specific topics, themes, authors, and works in American, English or world literature. Prerequisite: ENG 385. (*)

ENG 494 Field Experience (1-5 VAR)

A semester-long internship. Student performs professional duties using English-related skills required by the cooperating agencies. (*) Repeatable

ENG 495 Independent Study (1-3 VAR)

Directed, intensive study and guidance in studying major literary figures or movements, arranged with the chair of the department. (*) Repeatable

GRADUATE COURSES

ENG 500 Workshop (1-3 VAR)

Individually subtitled professional development workshops, designed for teachers, focused on writing, reading, and pedagogical development. Prerequisite: graduate standing. (*)

ENG 501 Theories of Writing 3(3-0)

Provides an introduction to and survey of modern writing theory. The course prepares students to apply theoretical principles to the practical concerns of writing pedagogy. Corequisite: ENG 502. (F)

ENG 502 Research Methods 3(3-0)

Introduces students to diverse opportunities for research methodology and academic discourse in English studies. Corequisite: ENG 501. (F)

ENG 503 Literary Theory 3(3-0)

An introduction to contemporary literary and critical theory in English studies. Prerequisite: ENG 501, ENG 502. (S)

Course Description Information

ENG 511 Major Authors 3(3-0)

Intensive study of the works of one or two major authors. Prerequisite: ENG 501, ENG 502. (*) Repeatable

ENG 512 Literature Survey 3(3-0)

Synthesis of literary attitudes, modes, genres of an age. Prerequisite: ENG 501, ENG 502. (*) Repeatable

ENG 521 Language, Literacy, & Learning 3(3-0)

Language, Literacy, and Learning begins with exploration of the nature of literacy in U.S. society, drawing upon historical and current studies and theories of literacy. Prerequisite: ENG 501, ENG 502. (*)

ENG 522 Phonology & Morphology for ESL/EFL 3(3-0)

Introduction to English phonology, morphology, and morpho-syntax relevant to ESL/EFL teaching. Prerequisite: ENG 501, ENG 502. (*)

ENG 523 Syntax for TESL/TEFL 3(3-0)

Introduction to English syntactic structures relevant to ESL/EFL teaching. Includes an examination of core English structures from various perspectives. Prerequisite: ENG 501, ENG 502. (*)

ENG 524 Teaching ESL/EFL 3(3-0)

Introduction to the teaching of English to non-native speakers. No specific types of students are emphasized; includes teaching of adults and children in various settings. Prerequisite: ENG 501, ENG 502. (*)

ENG 525 Computers & Composition 3(3-0)

Exploration of the impact of computers and computer networks on writing and the teaching of writing. Prerequisite: ENG 501, ENG 502. (*)

ENG 527 Graduate Writing Workshop 3(3-0)

Group discussion of original student work, emphasizing plot, characterization, style, structure, and theory. Prerequisite: ENG 501, ENG 502. (*) Repeatable

ENG 528 Non-Fiction Workshop 3(3-0)

Development of students' best writings in workshop format in preparation for publication. Prerequisite: ENG 501, ENG 502. (*) Repeatable

ENG 553 Language in the USA 3(3-0)

Explores language use in the U.S. and examines current language-related myths and issues in the U.S., including issues related to indigenous languages and immigrant languages. Prerequisite: ENG 102. (*)

ENG 560 Language Acquisition & Linguistics 3(3-0)

Development of English language from childhood through adulthood, including phonology, grammar, vocabulary, and communicative competence. Acquisition of English as a second language. (S)

ENG 578 Workshop in the Teaching of Writing 3(3-0)

Theories of composition, methods, sources and resources for teachers of writing. Prerequisite: graduate standing. (*)

ENG 589 Directed Study for MA Exams 3(3-0)

Directed study with student's advisor to prepare for taking MA exams that semester. Prerequisite: Graduate Standing and permission of instructor. (S/U Grading) (*) Repeatable (6)

ENG 591 Special Topics 3(3-0)

Varied topics covering cultural or historical areas, or literacy and discourse theory and practice, or professional pedagogical issues. Prerequisite: ENG 501, ENG 502. (*) Repeatable

ENG 594 Field Experience 3(3-0)

Designed to prepare students for, and support them through their first semester as a teaching assistant at CSU-Pueblo. Prerequisite: ENG 501, ENG 502, and approval of instructor. (*) Repeatable

ENG 595 Independent Study (1-5 VAR)

Students will work with a professor in the department in order to create a rigorous course schedule on a topic of their choosing. Prerequisite: ENG 501, ENG 502, and approval of instructor. (*) Repeatable

ENG 598 Internship (1-5 VAR)

Students who have sought and received an internship in the field of English studies will work with their advisor in order to set expectations. Prerequisite: ENG 501, ENG 502, and approval of instructor. (S/U Grading) (*) Repeatable

ENG 599 Thesis (3-0)

Prerequisite: ENG 501, ENG 502, and approval of instructor. (S/U grading) (*) Repeatable (6)

ENGLISH AS A SECOND LANGUAGE (ESL)

ESL 065 Beginning Reading/Writing 6(10-0)

Learn reading skills/strategies to understand beginning texts. Respond to questions through discussion and writing. Read short outside texts. Write sentences and paragraphs with correct spelling. Prerequisite: acceptance to ELI. (S/U grading) (F,S,SS)

ESL 066 Beginning Listening/Speaking 6(10-0)

Develop academic skills in listening and speaking. Engage in speaking using comprehensible pronunciation. Understand simplified spoken English and respond appropriately both orally and in writing. Prerequisite: acceptance to ELI. (S/U grading) (F,S,SS)

ESL 075 Intermediate Reading/Writing 6(10-0)

Develop critical thinking skills. Improve reading speed and comprehension. Learn skills necessary for academic writing: development of paragraphs and compositions using description, narrative, and chronology. Prerequisite: acceptance to ELI. (S/U grading) (F,S,SS)

ESL 076 Intermediate Listening/Speaking 6(10-0)

Understand spoken English in common settings. Practice speaking appropriately in academic and social situations. Use multimedia to develop communicative competence. Prerequisite: acceptance to ELI. (S/U grading) (F,S,SS)

ESL 085 High-Intermediate Reading/Writing 6(10-0)

Read authentic and ESL materials with increasing critical ability and speed. Write more intelligibly and decrease grammatical errors. Understand several types of essay organization. Prerequisite: acceptance to ELI. (S/U grading) (F,S,SS)

ESL 086 Hi-Intermediate Listening/Speaking 6(10-0)

Understand spoken English at near normal speed. Improve fluency. Interact more confidently with other students in presentations. Use multimedia to increase communicative competence. Prerequisite: acceptance to ELI. (S/U grading) (F,S,SS)

ESL 091 Special Topics (1-12VAR)

Selected topics in ESL. (S/U grading) (*) Repeatable

ESL 095 Advanced Reading/Writing 6(10-0)

Read authentic materials with near-native critical ability and speed. Write intelligibly with few grammatical and idiomatic errors. Understand thoroughly essay organization and development. Prerequisite: acceptance to ELI. (S/U grading) (F,S,SS)

ESL 096 Advanced Listening/Speaking 6(10-0)

Understand English at natural speed in social, academic, and professional situations. Speak confidently through interaction with native speakers and presentations. Multimedia experience enhances communicative competence. Prerequisite: acceptance to ELI. (S/U grading) (F,S,SS)

EXERCISE SCIENCE AND HEALTH PROMOTION (EXHP)

UNDERGRADUATE COURSES

EXHP 101 Introduction to EXHPR 2(2-0)

Introduction to fundamentals of exercise science, health promotion and recreation professions. Overview of health promotion, fitness, athletic training, recreation and school-based programs, and career opportunities. (F,S)

EXHP 103L Triathlon 1(0-2)

This course is designed to prepare individuals to successfully complete a sprint distance (500 meter swim, 20K bicycle and 5K run or the equivalent) triathlon. (*)

EXHP 104L Personal Fitness 1(0-2)

Students will learn how to evaluate their personal fitness level and develop a comprehensive exercise program beneficial to their overall health and wellness. (*)

EXHP 105L Snow Sports 1(0-2)

Beginning fundamental snowboarding and skiing. Students choose level 1-3 skiing and/or boarding lesson at Colorado ski resort. Emphasis on safety, equipment, clothing and trip planning. (S)

EXHP 106L Martial Arts and Self-Defense 1(0-2)

Overview of the history, philosophy and techniques of martial arts and self-defense. Includes skill development of physical techniques. (O)

EXHP 108L Yoga 1(0-2)

This course will focus on key concepts in basic yoga resulting in development of valuable life skills related to creating healthy lifestyles. (*)

EXHP 109L Volleyball 1(0-2)

An introduction to the fundamental skills, rules and strategies used in power volleyball. (*)

EXHP 110L Weight Training 1(0-2)

An introduction to basic strength evaluation, fundamental machine and free weight techniques and safety concepts in the weight room. (F,S)

EXHP 111 Commitment to Academic Excellence 1(1-0)

Supports the academic progress of the Student-Athlete toward intellectual development and adjustment to college life academically, athletically and socially. Various resources will be presented. (F,S)

EXHP 118L Jogging 1(0-2)

An introduction to walking/jogging/running techniques, training programs, fitness assessment, appropriate footwear and safety considerations. (*)

EXHP 119L Walking for Fitness 1(0-2)

The introduction and development of skills, safety, understanding of body functions and basic conditioning related to aerobic fitness through walking. (*)

EXHP 120L Aerobics 1(0-2)

Introduction and participation in the techniques used in rhythmic aerobic dance. Students are able to select from a variety of formats including but not limited to floor aerobics, step aerobics and aqua-aerobics. (*)

EXHP 121L Aerobics Instructor Training 1(0-2)

Study in leading a safe and effective aerobic exercise activity including working with diverse groups. Students receive background to sit for a national certification exam. (*)

EXHP 122L Military Physical Training 1(0-2)

Introduction to physical fitness and training. Students participate in practical training and learn the basics of fitness, nutrition and flexibility. (F,S)

EXHP 123L Zumba 1(0-2)

ZUMBA® is a non-competitive fitness dance program which teaches students to perform steps such as the salsa, meringue, cha-cha, samba, tango, reggaeton, and calypso. (F,S)

EXHP 124L Tai Chi 1(0-2)

Complete form of Tai Chi postures based on Yang/Sun Style will be practiced. Mandarin terminology, health philosophy and Taijiquan will be defined and discussed. (*)

EXHP 143L Folk, Square, and Ballroom Dance 1(0-2)

Overview of the music and dance techniques used in Folk, Square and Ballroom dancing. (*)

EXHP 146L Beginning Swimming 1(0-2)

Introduces the knowledge and skill necessary to handle the body with ease in the water and covers basic mechanical, physiological, and psychological concepts. (*)

EXHP 162 Personal Health 3(3-0)

The development of knowledge and the scientific basis for the analysis, evaluation and promotion of personal health and wellness. (F,S,SS) (Gen Ed: ST)

EXHP 162L Personal Health Lab 1(0-2)

Optional experiential lab studies to augment EXHP 162. (F,S,SS) (Gen Ed: ST)

Course Description Information

EXHP 174L Tennis 1(0-2)

An introduction to the fundamental skills, rules and strategies used in the game of tennis. (*)

EXHP 175L Racquetball 1(0-2)

An introduction to the fundamental skills, rules and strategies used in the game of racquetball. (*)

EXHP 176L Life Guard Training 2(1-2)

American Red Cross Lifeguard certification course that prepares successful candidates to be certified in Lifeguarding, First Aid, and CPR. A swimming pre-test must be passed the first day of class. (*)

EXHP 187L Intercollegiate Sports I 2(0-4)

Participation in an intercollegiate sports program. Course registration is limited to freshman competing in a varsity sport program offered by CSU-Pueblo. (F,S)

EXHP 201 Drugs and Healthy Lifestyles 3(3-0)

An overview of the impact of drug abuse in today's society along with prevention information and treatment programs available. (F)

EXHP 205L Snow Sports II 1(0-2)

For students with experience in snow sports including skiing and/or snowboarding. Emphasis on safety and techniques of telemark skiing, cross-country skiing, and snowshoeing. Prerequisite: ski/snowboard experience. (S)

EXHP 208L Yoga II 1(0-2)

For students with prior experience in yoga. Emphasis on creating balance in both strength and flexibility through the performance of a variety of postures. Prerequisite: EXHP 108L with a grade of C or better or instructor permission. (F,S)

EXHP 211 Commitment to Service 1(1-0)

Life skills for Sophomore Student-Athletes to enhance their experience by engaging the student in service to his or her campus and surrounding communities. (F,S)

EXHP 222 Behavior Facilitation 3(3-0)

Study the influence of social and behavioral systems on health. Emphasis on the fundamentals of self-directed behavior change, health dysfunctions, and stress management. (F,S)

EXHP 233 History and Principles of Physical Education and Recreation 2(2-0)

Study of the history, philosophy and perspectives of physical education and recreation, and their influence upon contemporary American society. (F)

EXHP 243 Methods of Rhythmic Activities 2(2-0)

Fundamentals of folk, square and social dance; emphasis on the teaching techniques involved in basic dance styles and rhythms. (S)

EXHP 245 Motor Learning and Development 3(3-0)

Applied analysis of motor learning and motor development principles and theories throughout the human life span. (S)

EXHP 246L Methods of Swimming 1(.5-1.5)

Instruction in methods of teaching techniques, stroke analysis, class organization, pool safety, and pool maintenance. Practice teaching assignments with practical and written final exams. (F)

EXHP 276L Water Safety Instructor Certification 2(1-2)

Water safety instruction certification may be earned in this course. Prerequisite: EXHP 176L or instructor permission. (A prerequisite grade of C or better is required) (*)

EXHP 287L Intercollegiate Sports II 2(0-4)

Participation in an intercollegiate sports program. Course registration is limited to sophomore student-athletes competing in a varsity sport program offered at CSU-Pueblo. (F,S)

EXHP 288 Foundations of Health Promotion 3(3-0)

Overview of the fundamentals, skills, and professional opportunities in health promotion through the utilization of academic researching, application, theory, and experiential methods. (F)

EXHP 291 Special Topics (1-5 VAR) (F,S) Repeatable

EXHP 301 Dartfish Training 1(1-0)

In-depth instruction on the Dartfish software including developing video books, movement analysis, tagging, the use of hardware, and using Dartfish in coaching. (F,S)

EXHP 310L Adv Methods Strength & Conditioning 1(0-2)

Lecture and training integrating science and application of strength and conditioning methods. Emphasis on learning to perform and teach advanced strength, power, and flexibility techniques. Prerequisite: EXHP 110L with grade of C or better or instructor permission. (S)

EXHP 320 NSCA Test Preparation 2(2-0)

This course is designed to prepare students to take the National Strength and conditioning Association Certified Personal Trainer or Strength and Conditioning Specialist certification exams. Prerequisite: EXHP 344/344L and BIOL 223/223L. (S)

EXHP 336 Community Health 3(2-2)

Introduction to aspects of community and public health, functions of health services at all levels, and exploration of current health problems. (F)

EXHP 343 Research and Statistics 3(3-0)

Introduction to the use of measurement and research. Emphasis on reviewing and interpreting professional literature, interpreting basic statistics and understanding the concepts underlying successful evaluation. Prerequisite: MATH 121 with grade of C or better or permission of instructor. (F,S,SS)

EXHP 344 Exercise Physiology 3(3-0)

Physiologic control of the human body during acute exercise, and adaptations to regular exercise stress. Emphasis on relationships among health, fitness, and exercise. Prerequisite: MATH 121 (with grade of C or better), BIOL 223, 223L, and EXHP 343. (F,S)

EXHP 344L Exercise Physiology Lab 1(0-2)

Extension of course lecture which provides practical experience in laboratory experiments which address exercise and exercise theory. Corequisite: EXHP 344. Prerequisite: MATH 121 (with grade of C or better), BIOL 223, 223L, and EXHP 343. (F,S)

EXHP 345 Methods of Physical Activities & Games I 2(2-0)

Teaching procedures, skills and techniques of physical activities and games (e.g. adventure education, soccer, basketball, team handball and lacrosse). (F)

EXHP 346 Methods Physical Activities & Games II 2(2-0)

Teaching procedures, skills and techniques of physical activities (e.g. volleyball, football, hockey, track/field and softball). (S)

EXHP 347 Methods of Fitness Instruction 1(1-0)

Emphasis on teaching procedures for lifetime fitness activity (e.g. weight training, aerobics, plyometrics, exercise balls, jump rope, HR monitors, cardio kickboxing, and pedometers). Prerequisite: EXHPR PE K-12 emphasis or instructor permission. (F,S)

EXHP 348 Methods of Individual and Dual Sports 3(3-0)

Basic skills and techniques of tennis, racquetball, badminton and golf; emphasis on teaching procedures in these activities. (F)

EXHP 351 Methods of Teaching Elem Physical ED 3(3-0)

Study of effective teaching for elementary children including; maximizing student learning, student and self-assessment, utilization of resources, planning, implementation and revision. 30 hours field experience. Prerequisite: acceptance into Teacher Education Program. Pre or corequisite: EXHP 478. (F)

EXHP 362 Evaluation of Current Health Issues 2(2-0)

Evaluation of current health topics such as human sexuality, violence, environmental and psychoneuroimmunology and their impact on the health of the individual and community. (S)

EXHP 364 Kinesiology 3(3-0)

Integration of fundamentals of anatomical and structural components of human movement with the study of fundamental body movements and the primary muscles involved in those movements. Prerequisite: BIOL 223, 223L. (F,S)

EXHP 382 Lifestyle Disease Risk Reduction 3(3-0)

Overview of principles of epidemiology and lifestyle-disease pathophysiology; examination of use of epidemiologic research to identify risk factors for disease. (S)

EXHP 400 Workshop (1-5 VAR)

Learning experience in physical education offered in large blocks of time not corresponding to the weekly meeting times of the regular course offerings. Prerequisite: approval of program chair. (*) Repeatable

EXHP 432 Applied Sport & Exercise Psychology 3(3-0)

The course is designed to acquaint the student with the direct application of psychological theories and techniques for the enhancement of both sport and exercise. Prerequisite: EXHP 343. PSYCH 205 is strongly recommended. (S)

EXHP 436 Exercise Assessment 3(3-0)

Methods used to assess exercise clients and prescribe effective exercise programs in order to achieve optimal health. Referral for at risk clients will be discussed. Prerequisite: EXHP 344, 344L. (F,S)

EXHP 440 Biomechanics 3(3-0)

Course reviews application of basic physics and anatomy for analysis of complex human movement focusing on improving movement efficiency and reducing the potential for injury. Prerequisite: MATH 121, EXHP 364 (both with grades of C or better), and BIOL 223/223L. (*)

EXHP 461 Managing Programs in EXHPR 3(3-0)

Organizational and administrative functions used in a modern management approach to programs in Physical Education, Health Promotion, Athletics, Fitness, and Recreation. Corequisite: Senior standing. (S)

EXHP 464 Adapted Physical Education 3(3-0)

Programs for diverse populations in physical education; emphasis on environments, diseases and injuries which cause individuals to require special attention. Prerequisite: non teacher education minors only, BIOL 223, 223L. (S,O)

EXHP 465 Adapted Physical Education 3(3-0)

Programs for diverse populations in physical education; emphasis on environments, diseases and injuries which cause individuals to require special attention. Prerequisite: admission to Teacher Education Program, BIOL 223, 223L. (S,O)

EXHP 469 Coaching/Officiating Track & Field 2(2-0)

Techniques and strategies of coaching and officiating track and field (*)

EXHP 470 Methods of Coaching 3(3-0)

Study of the science and art of coaching. Understanding of the physical, mental, and emotional demands of coaching. Required course for coaching certification in Colorado. (F)

EXHP 471 Coaching and Officiating Football 2(2-0)

Techniques and strategy of coaching and officiating football. (*)

EXHP 472 Coaching and Officiating Basketball 2(2-0)

Techniques and strategy of coaching and officiating basketball. (*)

EXHP 475 Coaching and Officiating Volleyball 2(2-0)

Techniques and strategy of coaching and officiating volleyball. (*)

EXHP 478 Methods of Teaching Secondary Physical Education 3(2-2)

Study of effective teaching with emphasis on teaching methods, student learning time, classroom management and program planning. 30 hours field experience. Prerequisite: admission to Teacher Education Program. Pre or corequisite: EXHP 351. (F)

EXHP 482 Coaching and Officiating Wrestling 2(2-0)

Techniques and strategy of coaching and officiating wrestling. (*)

EXHP 483 Coaching and Officiating Baseball 2(2-0)

Techniques and strategy of coaching and officiating baseball. (*)

EXHP 484 Coaching and Officiating Soccer 2(2-0)

Techniques and strategies of coaching and officiating soccer. (*)

Course Description Information

EXHP 485 Health Promotion Program Planning 3(2-2)

Assessment and planning methods for a variety of settings including gathering health related data, assessing population health needs, and developing data-driven, theory-based, program plans. Prerequisite: EXHP 288 (F)

EXHP 487 Implementation in Health Promotion 4(3-2)

Implementation and evaluation methods for a variety of settings including community, school/workplace and online settings, and techniques to develop and execute program evaluation plans. Prerequisite: EXHP 485 with a grade of C or better. (S)

EXHP 491 Special Topics (1-5 VAR)

Permission of instructor. (*) Repeatable

EXHP 492 Research (1-6 VAR)

Research project conducted in collaboration with a faculty member. Prerequisite: approval of a faculty member. (F,S,SS) Repeatable (6)

EXHP 494 Field Experience (1-6 VAR)

Learning experience to be conducted in the professional work environment and supervised by faculty. (S/U grading) Prerequisite: approval of the field experience coordinator. (*) Repeatable (9)

EXHP 495 Independent Study (1-5 VAR)

Prerequisite: approval of the department chair. (*) Repeatable

EXHP 498 Internship 12(0-36)

450 hours of supervised experience with approved professionals in select health promotion settings including the completion of a major application project and other various assignments. Prerequisite: senior standing, completion of all other degree requirements, 2.50 GPA in the major and internship coordinator approval. (*)

GRADUATE COURSES

EXHP 500 Workshop (1-5 VAR)

Graduate learning experience in physical education offered in large blocks of time not corresponding to the weekly meeting times of the regular course offerings. Prerequisite: approval of program chair. (*)

EXHP 501 Advanced Dartfish Training 1(1-0)

Advanced instruction on the Dartfish software including developing video books, movement analysis, tagging, the use of hardware, and using Dartfish in coaching. (F,S)

EXHP 522 Methods of Elementary Physical Education 3(3-0)

Advanced study of effective teaching for elementary children including; maximizing student learning, student and self-assessment, utilization of resources, planning, implementation and revision. Prerequisite: graduate standing or permission from instructor. (*)

EXHP 529 Curriculum in Physical Education 2(2-0)

The advanced study of physical education curriculum models, planning, and evaluation. Prerequisite: graduate standing or permission from instructor. (SS)

EXHP 532 Applied Sport & Exercise Psychology 3(3-0)

The course will explore advanced application of psychological theories and techniques for the enhancement of both sport and exercise. (*)

EXHP 536 Community Health 3(2-2)

Advanced study of the aspects of community and public health, functions of health services, and application of community health theory. Prerequisite: graduate status. (F)

EXHP 549 Facilitation of Adventure Education 3(3-0)

Planning and implementing adventure activities that provide challenge, choice, and opportunities for personal and group growth. Emphasis on program development, facilitation techniques. Prerequisite: graduate status or permission from instructor. (SS*)

EXHP 562 Contemporary Issues in HPE 3(3-0)

Advanced study of current health topics affecting schools including human sexuality, violence, modification of disease risks, and drug use/abuse. Emphasis on teaching decision making. Prerequisite: graduate standing or permission from instructor. (*)

EXHP 565 Adapted Physical Education 3(3-0)

Advanced study of programs for diverse populations in physical education; emphasis on environments, diseases and injuries which cause individuals to require special attention. Prerequisite: graduate standing or permission of instructor. (S,O)

EXHP 570 Methods of Coaching 3(3-0)

Advanced study of the science of coaching. Understanding of the physical, mental, and emotional demands of coaching. Required course for coaching certification in Colorado. Prerequisite: Graduate status. (F)

EXHP 578 Methods of Secondary School PE 3(3-0)

Advanced study of effective teaching in secondary schools with emphasis on teaching methods, student learning, classroom management and program planning. Prerequisite: graduate standing or permission of instructor. (F)

EXHP 585 Methods in Health Promotion 3(2-2)

Advanced planning and implementation skills for a variety of educational methods, strategies and components of health promotion. Focus on educational methods and student learning. Prerequisite: graduate standing or permission of instructor. (F)

EXHP 591 Special Topics (1-5 VAR)

Graduate level study or activity designed to increase understanding in areas not covered by regular offerings of the department. Prerequisite: approval of program chair. (*)

EXHP 592 Research (1-6 VAR)

Graduate level research project conducted in collaboration with a faculty member. Prerequisite: approval of a faculty member. (F,S,SS) Repeatable (6)

EXHP 594 Field Experience (1-6 VAR)

Graduate level field experience project completed in coordination with a faculty member. Prerequisite: faculty permission. (F,S,SS) Repeatable (6)

EXHP 595 Independent Study (1-6 VAR)

Graduate level independent study completed in coordination with a faculty member. Prerequisite: faculty permission. (F,S,SS) Repeatable

FINANCE (FIN) UNDERGRADUATE COURSES

FIN 330 Principles of Finance 3(3-0)

Principles of finance involved in problems confronting business organizations. Prerequisite: ACCTG 201, ECON 201, ECON 202, BUSAD 265 or MATH 156. (F,S)

FIN 331 Managerial Finance: Policy, Planning and Control 3(3-0)

Financial management, planning, policy formulation and financial decision making. Prerequisite: FIN 330. (*)

FIN 333 Investment Analysis 3(3-0)

Analysis and forecasting of security markets, industry and company studies, portfolio selection and management. Prerequisite FIN 330. (*)

FIN 335 Real Estate Finance 3(3-0)

Principles of real estate financing with emphasis on residential markets, economics, governmental and location factors, financing, and real estate transactions. Prerequisite: FIN 330. (*)

FIN 430 Financial Institutions and Markets 3(3-0)

The role of financial institutions, instruments and markets; structure of interest rates; the Federal Reserve and monetary policy; and the structure, regulation, portfolio and risk management of financial institutions. Prerequisite: FIN 330. (*)

FIN 431 Financial Policy Analysis 3(3-0)

Analysis of financial policies in various organizations. Emphasis on managerial problems in long-range planning, decision making under uncertainty, risk measurement and applications of capital markets. Prerequisite: FIN 330. (*)

FIN 470 Entrepreneur Finance 3(3-0)

This course focuses on how to apply financial tools and techniques to the planning, funding, operation, and valuation of an entrepreneurial venture. Prerequisites: FIN 330. (*)

FIN 475 International Finance 3(3-0)

Illustrate theories and the current issues of international finance. Topics include the determination of exchange rates, intervention and international monetary systems. Prerequisite: FIN 330. (*)

FIN 490 Special Projects (1-6 VAR) (*) Repeatable (6)**FIN 491 Special Topics (1-3 VAR)**

Prerequisite: FIN 330. (*) Repeatable

FIN 495 Independent Study (1-3 VAR)

Prerequisite: FIN 330 and permission of the department chair. (*) Repeatable (6)

FIN 498 Internship (1-6 VAR)

Supervised field work in selected business, social and governmental organizations; supplemented by written reports. Prerequisite: junior or senior standing in School of Business

and permission of internship coordinator. (S/U grading) (*) Repeatable (6)

GRADUATE COURSES

FIN 501 Fundamentals of Finance 1.5(1.5-0)

This class prepares students in basic concepts of managerial finance, including goals, financial analysis, cash flows, time value, risk/return, stocks/bonds, and investment decisions. Prerequisite: admission to MBA. (*)

FIN 505 Principles of Finance 3(3-0)

Principles of finance involved in problems confronting business organizations. Prerequisite: ACCTG 505 or equivalent, ECON 505 or equivalent. (*)

FIN 530 Financial Management 3(3-0)

Theory and application of investment, financing and dividend decisions to maximize stockholder wealth. Use of analytical cases to solve financial problems facing business firms. Prerequisite: admission to MBA or permission of MBA Director. (*)

FIN 575 International Financial Management 3(3-0)

Financial theory and practice as applied to the financial management of multinational corporations. Prerequisite: FIN 530 and admission to MBA or permission of MBA Director. (*)

FIN 591 Special Topics 3(3-0)

Prerequisite: admission to MBA or permission of MBA Director. (*) Repeatable (6)

FIN 595 Independent Study (1-3 VAR)

Individual study of a subject determined by the instructor and student with permission of the director. Prerequisite: admission to MBA or permission of MBA Director. (*) Repeatable (6)

FRENCH (FRN) UNDERGRADUATE COURSES

FRN 101 Beginning French I 3(3-0)

Development of skills in speaking, listening, reading, writing, and cultural understanding. (F,S) (Gen Ed: H) (CC)

FRN 102 Beginning French II 3(3-0)

Continuation of the development of skills in speaking, listening, reading, writing, and cultural understanding. Prerequisite: FRN 101 or equivalent. (F,S) (Gen Ed: H) (CC)

FRN 201 Intermediate French I 3(3-0)

Development of intermediate-level skills in speaking, listening, reading, writing, and cultural understanding. Prerequisite: FRN 102 or equivalent. (F) (Gen Ed: H, GT-AH4) (CC)

FRN 202 Intermediate French II 3(3-0)

Continued development of intermediate-level skills in speaking, listening, reading, writing, and cultural understanding. Prerequisite: FRN 201 or equivalent. (S) (Gen Ed: H, GT-AH4) (CC)

FRN 287 Intensive French Study Abroad (1-9 VAR)

Study of French in an immersion setting abroad, preparing the student for fluency through the study of grammar, civilization

Course Description Information

and culture, at an approved institution. Prerequisite: FRN 102 and permission of instructor. (*) Repeatable (9)

FRN 294 Field Experience (1-7 VAR)

Continued improvement of language proficiency through experiential learning. Students participate in an immersive target-language environment at home or abroad. Prerequisite: FRN 201 and permission of instructor. (*) Repeatable (7)

FRN 301 Advanced French Grammar 3(3-0)

A concentrated study of French grammar in addition to practice in writing, reading, speaking, and listening. Prerequisite: FRN 202 or equivalent. (*)

FRN 303 French Phonetics and Diction 3(2-2)

French pronunciation: theory, correction and practice of diction and intonation. Phonetic transcription and practical exercises. Prerequisite: FRN 202, or permission of instructor. (*)

FRN 312 Conv & Comp: Europe 3(3-0)

Focus on improving linguistic proficiency within the context of French-speaking countries and regions in Europe. (Culture, History, Literature, Art, Gastronomy, Current Events, etc.). Prerequisite: FRN 202. (*)

FRN 313 Conv & Comp: Africa & Caribbean 3(3-0)

Focus on improving linguistic proficiency within the context of Francophone cultures in Africa and the Caribbean. (Culture, History, Literature, Art, Gastronomy, Current Events, etc.). Prerequisite: FRN 202. (*)

FRN 314 Conv & Comp: North America 3(3-0)

Focus on improving linguistic proficiency within the context of Francophone cultures in the U.S. and Canada. (Culture, History, Literature, Art, Gastronomy, Current Events, etc.). Prerequisite: FRN 202. (*)

FRN 341 French through Literature 3(3-0)

Focus on improving linguistic proficiency (reading, writing, listening and speaking) through the study of literary works from France and the Francophone World. Prerequisite: FRN 202, or permission of instructor. (*)

FRN 351 French through Film 3(3-0)

Focus on improving linguistic proficiency (reading, writing, listening and speaking) through the study of cinema of the French and Francophone World. Prerequisite: FRN 202. (*)

FRN 381 French Civ: France 3(3-0)

Focus on improving linguistic proficiency through the study of French history. Students will engage with literary, historic and filmic texts. Prerequisite: FRN 202 or permission of instructor. (*)

FRN 382 French Civ: Francophone World 3(3-0)

Focus on improving linguistic proficiency through study of history and contemporary events affecting the francophone world. Students will engage with literary, historic and filmic texts. Prerequisite: FRN 202 or permission of instructor. (*)

FRN 387 Intensive French Study Abroad (1-12 VAR)

Study of French in an immersion setting abroad preparing the student to become fluent in the language through the study of grammar, civilization and culture. Prerequisite: permission of instruction; FRN 201. (*) Repeatable

FRN 391 Special Topics 3(3-0)

Prerequisite: FRN 202. (*) Repeatable (9)

FRN 394 Field Experience (1-7 VAR)

Continued improvement of language proficiency through experiential learning. Students participate in an immersive target-language environment at home or abroad. Prerequisite: FRN 202 and permission of instructor. (*) Repeatable (7)

FRN 494 Field Experience (1-7 VAR)

Continued improvement of language proficiency through experiential learning. Students participate in an immersive target-language environment at home or abroad. Prerequisite: two years college French. (*) Repeatable

FRN 495 Independent Study (1-3 VAR)

Specific themes which address particular problems of literature or civilization. May be repeated for credit with approval of major adviser. (*) Repeatable

GEOGRAPHY (GEOG)

UNDERGRADUATE COURSES

GEOG 101 Physical Geography 3(3-0)

Three Earth spheres: the hydrosphere (oceanography, hydrologic cycle); the atmosphere (meteorology and climatology) and the lithosphere (geology, internal/external processes) are emphasized and examined. (F,S,SS)

GEOG 102 Cultural Geography 3(3-0)

Emphasis on cultural regions, cultural diffusion, and cultural landscape. Major themes are culture, population, agriculture, language and religion, ethnicity, urbanization, industry, and political geography. (F/S/SS)

GEOG 103 World Regional Geography 3(3-0)

The interconnectivity and interrelationship of the world regions by stressing physical, economic development, agricultural, cultural and population characteristics. Strengthening of one's mental world map. (F,S) (Gen Ed: SS, GT-SS2) (CC)

GEOG 491 Special Topics 3(3-0)

Devoted to special topics in Geography (human, physical, and regional). Prerequisite: Jr. or Sr. standing with adequate preparation and permission of instructor. (F,S,SS) Repeatable

GEOLOGY (GEOL)

UNDERGRADUATE COURSES

GEOL 101 Earth Science 3(3-0)

Four earth spheres: the hydrosphere (oceanography, hydrologic cycle); the atmosphere (meteorology and climatology); the lithosphere (geology; internal and external processes); and space are emphasized. Co-requisite: GEOL 101L. (F,S) (Gen Ed: ST, GT-SC2)

GEOL 101L Earth Science Lab 1(0-2)

Lab to accompany GEOL 101 lecture. Corequisite: GEOL 101. (F,S) (Gen Ed: ST, GT-SC1)

GEOL 114 Oceanography 3(3-0)

Study of world oceans and their role in the Earth system, including chemical, physical, geological, meteorological and biological aspects of the sea. Corequisite: GEOL 114L. (S) (Gen Ed: ST, GT-SC2)

GEOL 114L Oceanography Lab 1(0-2)

Lab to accompany GEOL 114 lecture. Corequisite: GEOL 114. (S) (Gen Ed: ST, GT-SC1)

GERMAN (GER)**UNDERGRADUATE COURSES****GER 101 Beginning German I 3(3-0)**

Development of skills in speaking, listening, reading, writing, and cultural understanding. (F,S) (Gen Ed: H) (CC)

GER 102 Beginning German II 3(3-0)

Continuation of the development of skills in speaking, listening, reading, writing, and cultural understanding. Prerequisite: GER 101 or equivalent. (F,S) (Gen Ed: H) (CC)

GER 201 Intermediate German I 3(3-0)

Development of intermediate-level skills in speaking, listening, reading, writing, and cultural understanding. Prerequisite: GER 102 or equivalent. (F) (Gen Ed: H, GT-AH4) (CC)

GER 202 Intermediate German II 3(3-0)

Continued development of intermediate-level skills in speaking, listening, reading, writing, and cultural understanding. Prerequisite: GER 201 or equivalent. (S) (Gen Ed: H, GT-AH4) (CC)

GER 301 Advanced German Grammar 3(3-0)

A concentrated study of German grammar in addition to practice in writing, reading, speaking, and listening. Prerequisite: GER 202 or equivalent. (*)

GER 303 Conv and Comp: German 3(3-0)

Focus on improving linguistic proficiency within the context of German culture. Prerequisite: GER 202 or equivalent. (*)

GER 381 German Civilization I 3(3-0)

German geography, culture and history from the beginning to the present. Prerequisite: GER 202 or permission of instructor. (*)

GER 382 German Civilization II 3(3-0)

Prerequisite: GER 202 or permission of instructor. (*)

HISTORY (HIST)**UNDERGRADUATE COURSES****HIST 110 World History to 1500 3(3-0)**

Emergence of agricultural civilizations; political, economic, and social developments; growth of empires, trade, impact of geography, climate, disease; contact between Eurasia, Africa, Australasia, the Americas. (F,S) (Gen Ed: HS, GT-HI1) (CC)

HIST 111 World History since 1500 3(3-0)

Columbian Exchange; growth of global empires, commerce, and international rivalries and cooperation; industrialization,

spreading revolutions, the information age, and the emergence of the modern world. (F,S) (Gen Ed: HS, GT-HI1) (CC)

HIST 136 (CS 136) The Southwest United States 3(3-0)

This course traces the culture and historical development of the southwestern United States, including cultural contributions of the American Indian and Hispanic peoples. (F,S) (Gen Ed: HS, GT-HI1) (CC)

HIST 201 U.S. History I 3(3-0)

United States history from founding of North American colonies to 1877 Reconstruction era. (F,S) (Gen Ed: HS, GT-HI1)

HIST 202 U.S. History II 3(3-0)

United States from 1877 Reconstruction era to contemporary era. (F,S) (Gen Ed: HS, GT-HI1)

HIST 291 Special Topics (1-3 VAR)

Prerequisite: permission of instructor. (*)

HIST 295 Independent Study (1-3 VAR)

An individualized program of study designed by ranked, full-time History professor for a promising student. Prerequisite: Permission of Instructor. (*)

HIST 301 America to 1787 3(3-0)

History of America during the colonial and Revolutionary eras. (F,E)

HIST 302 America, 1787-1877 3(3-0)

History of the United States during the early national and Civil War eras. (S,O)

HIST 303 America, 1877-1945 3(3-0)

History of United States from the Gilded Age to 1945. (F,O)

HIST 304 America, 1945-Present 3(3-0)

History of the United States from 1945 to the present. (S,E)

HIST 311 U.S. & Them: America in the World 3(3-0)

From colonies to superpower, Americans' changing relationships with the world's other peoples, official and unofficial; war and peace, trade and embargo, policy and politics. (SO)

HIST 312 Colorado History 3(3-0)

History, government and economic factors important to the settlement and development of Colorado. (S)

HIST 330 Ancient Greece 3(3-0)

History of Greece from the Bronze Age to the Fourth Century B.C.E., emphasizing political, social, intellectual and cultural developments. (S,E)

HIST 333 Roman Republic 3(3-0)

History of the Roman Republic emphasizing the origin and expansion of Rome and its effect on political, social, intellectual and cultural developments. (F,E)

HIST 334 Roman Empire 3(3-0)

History of the Roman Empire emphasizing political, social, economic and cultural developments. (S,O)

Course Description Information

HIST 346 (CS 346) History of Mexico 3(3-0)

This course surveys the major political, economic, social and cultural developments of Mexico from pre-Columbian times to the present. (S,E)

HIST 352 Europe-Emergence, Empire, Evolution 3(3-0)

Survey of European history from late antiquity to the present; medieval period, Renaissance, Reformation, Enlightenment, Revolutions; modernity, extreme ideologies, World Wars, decolonization, steps to unification. (S,E)

HIST 362 History of Russia 3(3-0)

Cultural and political development of Russian and Soviet history from 800 to the present; emphasis on impact of the Bolshevik Revolution on history. (F,O)

HIST 368 Blood, Tears & Glory: War & History 3(3-0)

How and why societies go to war, fight wars, and deal with the consequences. Provides a global view of military history emphasizing culture and combat. (F,E)

HIST 372 History of Modern China 3(3-0)

Cultural and political developments in modern China; emphasis on the interplay between Chinese tradition and western challenges. (F,E)

HIST 395 Independent Study (1-3 VAR)

An individualized program of study designed by a ranked full-time Historian for a promising student who has demonstrated ability in a regular History class. Prerequisite: Previous work in History and permission of Instructor. (*)

HIST 410 Creation of the US Constitution 3(3-0)

Explores the writing and ratification of U.S. Constitution, including the personalities, conflicts, and compromises that influenced its development. (S,O)

HIST 413 American West 3(3-0)

Role of the individual and the group in the development of the frontier into the 20th century. (F,O)

HIST 414 The American Civil War 3(3-0)

Social, cultural, and political developments that caused the sectional crisis, secession, and war. War coverage includes military strategy, politics, diplomacy, and emancipation. (S,E)

HIST 415 Civil Rights 3(3-0)

Survey from Reconstruction to Black Lives Matter; particular focus on judicial, presidential, legislative, and grassroots efforts to promote change. (F,O)

HIST 428 (SOC, WS 428) Women & Work 3(3-0)

Examines historical and contemporary issues for women of various economic, social, and ethnic groups, especially in the US; examines gender ideologies about paid, unpaid work. Prerequisite: junior or senior standing or permission of instructor. (*)

HIST 445 Topics in the History of Empires 3(3-0)

Comparative study of empires with in-depth analysis of specific topics and themes. Variable content. (F,O) Repeatable (9)

HIST 489 (CS 489) Borderlands 3(3-0)

History of the Mexican cession to the United States from its Indian and Hispanic origins to the present. (S,O)

HIST 491 Special Topics (1-3 VAR) (*) Repeatable

HIST 493 Seminar 3(3-0)

Seminar devoted to special topics and issues in history; emphasis on research paper. Prerequisite: HIST 300. (S)

HIST 495 Independent Study (1-3 VAR)

An individualized program of study designed by a ranked full-time Historian for a History major or minor. Prerequisite: History major or minor and permission of instructor. (*)

HIST 498 Internship (3-6 VAR)

For advanced students. Practical experience through internship with museums, libraries with historical collections, and other community organizations. Recommended: history major or minor with junior or senior standing. Prerequisite: departmental permission. (*) Repeatable (6)

GRADUATE COURSES

HIST 591 Special Topics (1-3 VAR) (*)

HIST 595 Independent Study (1-3 VAR)

An individualized program of study designed by a ranked Historian and approved by the Graduate Director. Prerequisite: permission of Graduate Director. (*) Repeatable (6)

HONORS (HONOR)

A grade of B or better is required for prerequisite courses.

UNDERGRADUATE COURSES

HONOR 101 Foundations of Knowledge 1(1-0)

"The Role of the University and the History of Ideas." Students learn how diverse disciplines approach problems of data collection and epistemology. Prerequisite: director's permission. Corequisite: HONOR 101L. (F)

HONOR 101L Foundations of Knowledge Lab 1(0-1)

Lab sections capped at 25 students are small group recitations of the lecture material from 101 each week. Corequisite: HONOR 101. (F)

HONOR 201 Art and Science of Human Experience 2(2-0)

Students are challenged to examine academic and professional approaches to evaluating human experience from the perspectives of art, humanities, social, behavioral, natural and applied sciences. Prerequisite: HONOR 101. (F,S)

HONOR 210 Honors Life Science and Technology 3(3-0)

A thematic, interdisciplinary, small-group seminar dealing with the aesthetic, cultural, historical, sociological and scientific aspects of life science and technology. (*)

HONOR 220 Honors Health Issues 3(3-0)

A thematic, interdisciplinary small-group seminar dealing with the aesthetic, cultural, historical, sociological, scientific and technological aspects of health issues. (*)

HONOR 230 Honors International & Economic Issues 3(3-0)

A thematic, interdisciplinary, small-group seminar dealing with aesthetic, cultural, historical, sociological, scientific and

technological aspects of international and economic issues. Prerequisite: three hours previous honors work. (*)

HONOR 240 Honors Physical Science 3(3-0)

A thematic, interdisciplinary, small-group seminar dealing with the aesthetic, cultural, historical, sociological, scientific and technological aspects of physical science. (*)

HONOR 250 Honors Literary Themes 3(3-0)

A thematic, interdisciplinary, small-group seminar dealing with the aesthetic, cultural, historical, sociological and scientific aspects of literary themes. (*)

HONOR 291 Special Topics (1-3 VAR)

(*) Repeatable (12)

HONOR 310 Honors Group Project (1-3 VAR)

A cooperative learning experience project culminating in a presentation or similar product. Prerequisite: three hours of previous honors work. (*) Repeatable

HONOR 380 Honors Service-Learning (1-2 VAR)

Students will work with a community-based organization to "learn by doing" in an area relevant to their major to enhance learning and build civic responsibility. Prerequisite: HONOR 201. (*) Repeatable (2)

HONOR 481 Senior Honors Thesis (1-3 VAR)

University Honors Program students enroll in this course to receive capstone credit. Senior seminar classes, capstone projects or other appropriate work is arranged by departments. Prerequisite: HONOR 310 and 380. (*) Repeatable (3)

HONOR 491 Special Topics (1-3 VAR)

(*) Repeatable (12)

ITALIAN (ITL)

UNDERGRADUATE COURSES

ITL 101 Beginning Italian I 3(3-0)

Development of skills in speaking, listening, reading, writing, and cultural understanding. (F,S) (Gen Ed: H) (CC)

ITL 102 Beginning Italian II 3(3-0)

Continuation of the development of skills in speaking, listening, reading, writing, and cultural understanding. Prerequisite: ITL 101 or equivalent. (F,S) (Gen Ed: H) (CC)

ITL 201 Intermediate Italian I 3(3-0)

Development of intermediate-level skills in speaking, listening, reading, writing, and cultural understanding. Prerequisite: ITL 102 or equivalent. (F) (Gen Ed: H, GT-AH4) (CC)

ITL 202 Intermediate Italian II 3(3-0)

Continued development of intermediate-level skills in speaking, listening, reading, writing, and cultural understanding. Prerequisite: ITL 201 or equivalent. (S) (Gen Ed: H, GT-AH4) (CC)

ITL 287 Intensive Italian Study Abroad (1-9 VAR)

Study of Italian in an immersion setting abroad, preparing the student for fluency through the study of grammar, civilization

and culture, at an approved institution. Prerequisite: ITL 102 and permission of instructor. (*) Repeatable (9)

ITL 294 Field Experience (1-7 VAR)

Continued improvement of language proficiency through experiential learning. Students participate in an immersive target-language environment at home or abroad. Prerequisite: ITL 201 and permission of instructor. (*) Repeatable (7)

ITL 301 Advanced Italian Grammar 3(3-0)

A concentrated study of Italian grammar in addition to practice in writing, reading, speaking, and listening. Prerequisite: ITL 202 or equivalent. (*)

ITL 312 Conv and Comp: Italian 3(3-0)

Focus on improving linguistic proficiency within the context of Italian culture. (Culture, History, Literature, Art, Gastronomy, Current Events, etc.). Prerequisite: ITL 202 or equivalent. (*)

ITL 341 Italian through Literature 3(3-0)

Focus on improving linguistic proficiency (reading, writing, listening and speaking) through the study of Italy's rich literary legacy. Prerequisite: ITL 202. (*)

ITL 351 Italian through Film 3(3-0)

Focus on improving linguistic proficiency (reading, writing, listening and speaking) through the study of Italian cinema. Prerequisite: ITL 202. (*)

ITL 381 Italian Civilization 3(3-0)

Focus on improving linguistic proficiency through the study of Italian geography, culture and history from the Roman Empire to the present. Prerequisite: ITL 202 or permission of instructor. (*)

ITL 387 Intensive Italian Study Abroad (1-12 VAR)

Study of Italian in an immersion setting abroad preparing the student to become fluent in the language through the study of grammar, civilization and culture. Prerequisite: permission of instructor; ITL 201. (*) Repeatable

ITL 391 Special Topics 3(3-0)

Prerequisite: ITL 202. (*) Repeatable (9)

ITL 394 Field Experience (1-7 VAR)

Continued improvement of language proficiency through experiential learning. Students participate in an immersive target-language environment at home or abroad. Prerequisite: ITL 202 and permission of instructor. (*) Repeatable (7)

ITL 494 Field Experience (1-7 VAR)

Continued improvement of language proficiency through experiential learning. Students participate in an immersive target-language environment at home or abroad. Prerequisite: 2 years of college Italian. (*) Repeatable

ITL 495 Independent Study (1-3 VAR)

May be repeated for credit with approval of major adviser. (*) Repeatable

MATHEMATICS (MATH)

A grade of C or better is required for prerequisite courses.

UNDERGRADUATE COURSES

MATH 091 Special Topics (1-4 VAR)

Special topics are offered to students in areas where regular course offerings are not available. Prerequisite: satisfactory placement exam score. This course does not count toward graduation. (S/U grading) (*) Repeatable

MATH 098 Introductory Algebra 4(4-0)

Review of elementary algebraic operations including factoring and operations with fractions. Introduction to graphing, including graphs of lines. Solutions to linear and quadratic equations. This course does not count toward graduation. Prerequisite: satisfactory placement exam score. (S/U grading). (F,S,*)

MATH 099 Intermediate Algebra 4(4-0)

A course designed to broaden and deepen algebraic problem-solving skills. Topics include systems of equations, exponents, radicals, complex numbers, quadratic equations, factoring polynomials, function notation and graphs (S/U grading). This course does not count toward graduation. Prerequisite: satisfactory placement exam score or MATH 098 or equivalent. (F,S,*)

MATH 109 Mathematical Explorations 3(3-0)

Emphasis on quantitative reasoning and problem solving. Topics chosen from logic, sets, algebra, linear programming, probability, statistics, number theory, geometry, voting theory, and graph theory. Prerequisite: satisfactory placement exam score or MATH 099 or equivalent. (F,S,*) (Gen Ed: M, GT-MA1)

MATH 118 SAI for College Algebra 2(2-0)

Student-centered instruction to review basic academic skills for students to be successful in MATH 119 College Algebra. Prerequisite: satisfactory placement score (ACT 19-21) and first-time, fulltime student status. (S/U grading). Corequisite: concurrent enrollment in MATH 119. (F)

MATH 119 College Algebra with SAI 4(4-0)

Applications of algebraic techniques to study polynomial, rational, exponential and logarithmic functions; functions concepts are emphasized and exploited to analyze and solve applied problems. Prerequisite: satisfactory placement score (ACT 19-21) and first-time, fulltime student status. Corequisite: concurrent enrollment in MATH 118. (F)

MATH 121 College Algebra 4(4-0)

Solutions of algebraic equations, graphs of rational functions, exponential and logarithmic functions, and systems of equations. Prerequisite: satisfactory placement exam score or MATH 099 or equivalent. (F,S,SS) (Gen Ed: M, GT-MA1)

MATH 122 College Trigonometry 3(3-0)

Trigonometric and circular functions, identities, inverse functions, vectors, complex numbers. Prerequisite: MATH 121 or equivalent. (*)

MATH 124 Pre-calculus Math 5(5-0)

Polynomial, rational, exponential and logarithmic functions; solution of systems of equations; trigonometric, circular and certain special functions. Prerequisite: satisfactory placement

exam score or MATH 121 or equivalent. (F,S,*) (Gen Ed: M, GT-MA1)

MATH 126 Calculus and Analytic Geometry I 5(5-0)

Introduction to limits, continuity, differentiation and integration with selected applications. Prerequisite: satisfactory placement exam score or MATH 124 or equivalent. (F,S,*) (Gen Ed: M, GT-MA1)

MATH 156 Introduction to Statistics 3(3-0)

Introduction to data analysis. Binomial and normal models. Sample statistics, confidence intervals, hypothesis tests, linear regression and correlation, and chisquare tests. Prerequisite: satisfactory placement exam score or MATH 099 or equivalent. (F,S,*) (Gen Ed: M, GT-MA1)

MATH 207 Matrix and Vector Algebra with Applications 3(3-0)

Systems of equations, matrices, inverses, determinants, eigenvalues and eigenvectors, scalar and cross-product, selected applications. Prerequisite: MATH 124. (A grade of C or better is required for prerequisite courses.) (F,S,*)

MATH 220 Quantitative Analysis for Business 4(4-0)

An introduction to quantitative methods required for business studies, includes linear programming, probability and statistics. Prerequisite: satisfactory placement exam score or MATH 121 or equivalent. (F,S,*)

MATH 221 Applied Calculus: An Intuitive Approach 4(4-0)

Non-rigorous introduction to calculus with emphasis on applications and modeling in the life sciences, social and behavioral sciences and business. Prerequisite: satisfactory placement exam score or MATH 121 or equivalent. (F,S,*) (Gen Ed: M, GT-MA1)

MATH 224 Calculus and Analytic Geometry II 5(5-0)

Differentiation and integration of transcendental functions, infinite sequences and series, parametric curves, and applications. Prerequisite: MATH 126. (F,S,*)

MATH 242 Introduction to Computation 4(3-2)

Computer programming and computation with applications. Loops, conditionals, data types and structures, I/O, functions, debugging, testing, and documentation. Numerical, graphical, symbolic computation issues and projects. Prerequisite: MATH 126. (S)

MATH 291 Special Topics (1-5 VAR)

Prerequisite: permission of instructor and approval of the department chair. (*) Repeatable

MATH 295 Independent Study (1-5 VAR)

Prerequisite: permission of instructor. (*) Repeatable

MATH 307 Introduction to Linear Algebra 4(4-0)

A rigorous development of vector spaces and linear transformations. Prerequisite: MATH 224. Math 325 or 207 (F,*)

MATH 319 Number Theory 3(3-0)

Divisibility, prime numbers, linear congruences, multiplicative functions, cryptology, primitive roots, and quadratic residues. Prerequisite: MATH 307 or MATH 320. (F,*)

MATH 320 Introductory Discrete Mathematics 3(3-0)

Introduction to discrete structures with emphasis on logic and proof. Topics selected from graph theory, boolean algebra, combinatorics, binary relations, set theory, functions and sequences. Prerequisite: MATH 224. (*)

MATH 325 Intermediate Calculus 4(4-0)

Continuation of MATH 224. Vector valued functions and multivariable calculus. Prerequisite: MATH 224. (F,*)

MATH 330 Introduction to Higher Geometry 3(3-0)

Euclidean, hyperbolic, finite, and transformation geometries, models, and constructions. Prerequisite: MATH 224 or permission of instructor. (S,*)

MATH 337 Differential Equations I 3(3-0)

First order differential equations, homogeneous and non-homogenous linear differential equations, introduction to the Laplace transform, applications. Prerequisite: MATH 224 or equivalent. (F,S,*)

MATH 338 Differential Equations II 3(3-0)

Linear systems, existence and uniqueness of solutions, non-linear equations, series solutions, orthogonal sets of functions. Fourier series, boundary value problems, partial differential equations and applications. Prerequisite: MATH 337. MATH 325 is recommended. (F,O,*)

MATH 342 Introduction to Numerical Analysis 3(3-0)

Numerical solutions of polynomial, differential, integral, and other equations using the computer. Prerequisite: MATH 224 and a programming language, or permission of instructor. (*)

MATH 345 Algorithms and Data Structures 4(3-2)

An introduction to data structures, sorting, searching, recurrence relations and performance measures. Algorithms will be studied analytically and through computer implementation. Prerequisite: MATH 224, and MATH 242. (*)

MATH 350 Probability 3(3-0)

Introduction to probability theory and stochastic processes. Probability spaces, random variables and their distributions, exponential and Poisson processes, limit theorems and applications. Prerequisite: MATH 325. (F)

MATH 356 Statistics for Engineers and Scientists 3(3-0)

Calculus-based introduction to statistical methods. Sampling distributions, hypothesis testing, linear regression, design of experiments using ANOVA. Data analysis with Minitab. Prerequisite: MATH 350. (S)

MATH 360 Elementary Mathematics Concepts I 3(3-0)

Development of the real number system and related concepts, including sets, numeration systems, whole numbers, integers, number theory and algorithms. Recommend MATH 109. Prerequisite: satisfactory placement score. (F)

MATH 361 Elementary Mathematics Concepts II 3(3-0)

Conceptual development of fractions, rational numbers, geometry, measurement, probability and statistics. Prerequisite: MATH 360 and satisfactory placement score. (S)

MATH 362 Problem Solving for K-6 Teachers 3(3-0)

This course focuses on the process of mathematical problem solving. Students will develop and implement useful heuristics, and reflect on problem solving strategies.

Prerequisite: MATH 361 and satisfactory placement score. (F,S,*)

MATH 411 Introduction to Topology 3(3-0)

An introduction to topological spaces, homeomorphisms, topological properties, and separation axioms. Prerequisite: MATH 307 or MATH 320. (*)

MATH 421 Introduction to Analysis 4(4-0)

An introductory course in real analysis providing a rigorous development of the concepts of elementary calculus. Prerequisite: MATH 307 and three approved upper division MATH courses. (F)

MATH 425 Complex Variables 3(3-0)

An introduction to complex function theory. Complex numbers, sequences and series, the calculus of complex functions, analytic functions, and conformal mappings. Prerequisite: MATH 325. (*)

MATH 427 Abstract Algebra 4(4-0)

Introduction to groups, rings, and fields and their elementary properties. Prerequisite: MATH 307 and three approved upper division MATH courses. (S)

MATH 445 Discrete Mathematics 3(3-0)

Topics selected from mathematical reasoning, combinatorial techniques, set theory, binary relations, functions and sequences, algorithm analysis, and discrete analysis. Prerequisite: MATH 224, 307 and knowledge of a programming language. (*)

MATH 463 History of Mathematics 3(3-0)

Survey of the origins of important mathematical concepts and of the mathematicians responsible for these discoveries. Prerequisite: MATH 307 or MATH 320. (F,O)

MATH 477 Materials and Techniques of Teaching Secondary School Mathematics 4(4-0)

Topics and current issues in secondary mathematics education, including materials development, learning theories, instructional and assessment strategies, curriculum, planning and standards. Sixty hours field experience required. Prerequisite: acceptance into Teacher Education Program and MATH 307 or MATH 320. (F,E)

MATH 480 Tutoring Practicum (1-2 VAR)

Participation in tutoring mathematics in the MLC under the guidance of the MLC Director. May be repeated for a maximum of two credits. Prerequisite: C or better in MATH 224 and permission of MLC Director. (S/U grading) (F,S,SS) Repeatable (2)

MATH 491 Special Topics (1-3 VAR)

Prerequisite: permission of instructor. (*) Repeatable

MATH 492 Research (1-3 VAR)

Research project selected by student and supervised by a regular mathematics faculty member. Prerequisite: department approval. (*) Repeatable

MATH 493 Seminar (1-3 VAR)

Prerequisite: senior standing and permission of instructor. (*) Repeatable

MATH 495 Independent Study (1-3 VAR)

Prerequisite: senior standing and permission of instructor. (*) Repeatable

Course Description Information

MATH 498 Internship (1-6 VAR)

Work experience using the discipline of mathematics under the direction of the selected organization and a faculty member. Prerequisite: junior or senior standing and permission of the department chair. (S/U grading) (*) Repeatable

GRADUATE COURSES

MATH 501 Foundations of Mathematics 3(3-0)

Sets, logic, axiomatics, mappings and the various sub-systems of the reals for beginning graduate students. Prerequisite: permission of instructor. (*)

MATH 507 Linear Algebra 3(3-0)

Vector spaces, linear transformations, matrix representation, canonical form. Prerequisite: permission of instructor. (*)

MATH 521 Intermediate Analysis 3(3-0)

Point set theory, including the Bolzano-Weierstrass and the Heine-Borel theorems, theory of differentiation and Riemann integration, and sequences and series of functions. Prerequisite: permission of instructor. (*)

MATH 527 Abstract Algebra 3(3-0)

Groups, rings, integral domains, quotient rings, ideals, fields, homomorphisms and related topics. Prerequisite: permission of instructor. (*)

MATH 530 Advanced Geometry 3(3-0)

Foundations of geometry, geometric transformations, and applications. Prerequisite: permission of instructor. (*)

MATH 550 Statistical Methods 3(3-0)

Statistical modeling as a framework for the analysis of experimental data. Emphasis on use of statistical software. Regression, ANOVA, variance components, and chisquare tests. Prerequisite: MATH 156 or equivalent within the last five years. (*)

MATH 556 (EN 556) Design and Analysis of Experiments 3(3-0)

Foundations of experimental design, outline efficient methods to implement experiments, develop statistical methods to sort signal from noise, analysis of variance and response surface models. Prerequisite: permission of instructor. (*)

MATH 577 Concepts in Secondary School Mathematics (1-4 VAR)

Problems of teaching secondary school mathematics; the slow learner, methods, gifted students, evaluation. Prerequisite: permission of instructor. (*)

MATH 591 Special Topics (1-3 VAR) (*) Repeatable

MATH 595 Independent Study (1-2 VAR)

(*) Repeatable

MATH 598 Internship (1-4 VAR)

Volunteer or paid work experience under the combined supervision of the selected organization and a faculty member. Prerequisite: graduate standing. (S/U grading) (*) Repeatable

MATH 599 Thesis Research (1-6 VAR)

Prerequisite: graduate student status. (IP and SU grading) (*) Repeatable

MASS COMMUNICATIONS AND CENTER FOR NEW MEDIA (MCCNM)

A grade of C or better is required for prerequisite courses.

UNDERGRADUATE COURSES

MCCNM 101 Media and Society 3(3-0)

Survey course that examines the historical, sociological, economic, technological, and ethical foundations of mediated communication from a social scientific perspective. (F,S,SS) (Gen Ed: SS, GT-SS3)

MCCNM 140 Radio Station Operation 1(1-0)

An introduction to radio station operation. Students gain practical experience operating KTSC 89.5, Colorado State University-Pueblo's 10,000 watt radio station. Prerequisite: MCCNM 101. (F,S)

MCCNM 201 Introduction to Journalism 3(3-0)

Instruction in basic journalism concepts including news writing style, news values, the public's right to know, objectivity, fairness and accuracy. Required for majors and minors. Prerequisite: ENG 101 and 102. (F,S)

MCCNM 210 Intro to Integrated Communication 3(3-0)

Fundamental principles of Integrated Marketing Communication, including advertising, public relations, sales promotion, and direct response, as applied to non-profit, government, and for profit organizations. Prerequisite: MCCNM 101. (F,S,SS)

MCCNM 211 Digital Publishing 3(1-4)

Introduction to publishing and design principles on a desktop computing environment, preparing students for publication design and editing careers. (F,S,SS)

MCCNM 220 Introduction to Electronic Media 3(3-0)

The course focuses upon the history, background, and technologies of the electronic media. Prerequisite: MCCNM 101. (F,S)

MCCNM 222 Broadcast News Writing 3(3-0)

Preparation of copy for radio/television news reports, interviews and commentary. (*)

MCCNM 232 Website Design 3(2-2)

Introduction to the creation and design of WWW pages, software applications, protocols and standards for implementing and managing WWW sites. (F,S,SS)

MCCNM 233 Script Writing 3(2-2)

Techniques, styles, formats, treatments, outlines, and scenarios for script forms used in the electronic media are covered with emphasis upon preparing scripts for production. (S)

MCCNM 235 (WS 235) Women and Media 3(3-0)

The historical and cultural implications of the mass media's portrayal of women and the extent of their media participation from colonial to contemporary times. (*)

MCCNM 245 Digital Media Production 3(3-0)

Concepts, skills and technology needed for recording and production of digital audio and video communication. Prerequisite: MCCNM 101. (F,S)

MCCNM 246 Advanced Digital Media Production 3(2-2)

The theory and practice of location digital video production using the single-camera approach to news and other non-fiction formats. Prerequisite: MCCNM 245. (*)

MCCNM 251 Sports Writing and Statistics 3(2-3)

Study and practical application of sports writing and statistics; emphasis on press box experience at intercollegiate athletic events. Prerequisite: MCCNM 201. (*)

MCCNM 260 Digital Imaging 4(2-4)

A course in applied digital imaging for mass communications print and web publications. Emphasis is on digital image acquisition, enhancement and creative application using computer software. (SS)

MCCNM 282 Digital Media Post Production 3(2-2)

The theory and practice of digital post production using nonlinear editing. Students will use their production skills in a variety of community based projects. Prerequisite: MCCNM 245. (*)

MCCNM 301 Editorial Writing 3(3-0)

Study of editorial page management and policy, with emphasis on preparation of editorials, columns and critical reviews. Prerequisite: MCCNM 201. (*)

MCCNM 302 Advertising Copywriting 3(3-0)

Copy writing essentials and formats for print, broadcast and direct mail advertising. Emphasis on developing writing techniques for practical application in both retail and product advertising. Prerequisite: MCCNM 210, MCCNM 211. (F)

MCCNM 305 News and Feature Writing 3(3-0)

Course covers the principles and practices, skills and ethics of professional general assignment news reporting and feature writing, including in-depth interviewing. Prerequisite: MCCNM 201. (S)

MCCNM 312 Publication Editing and Design 3(3-0)

News and features evaluation, copy editing, headline writing, basic page and overall publication design principles, photo and illustration editing, and use of desktop publishing software. Prerequisite: MCCNM 211 and 305. (S)

MCCNM 317 Advertising Strategy 3(3-0)

Seminar emphasizing tactics and strategies of advertising planning, utilizing media techniques, marketing posture and creative media buying. Prerequisite: MCCNM 210. (*)

MCCNM 318 Regulation of Electronic Media 3(3-0)

The historical and legal structures of radio, television, cable, and new technologies of mass communications are explored with emphasis upon inventors, innovation, and social development. Prerequisite: MCCNM 101 and 220. (F,S)

MCCNM 320 Media Programming 3(3-0)

Program types used on broadcast stations; analysis of network structure and local station programs; ethical requirements in programming. Prerequisite: MCCNM 101 and 220. (F)

MCCNM 321 Public Relations Case Problems 3(3-0)

Emphasis on analyzing public relations scenarios involving non-profit, private sector and government organizations and their impact on such publics as employees, consumers, voters, and volunteers. Prerequisite: MCCNM 210. (F)

MCCNM 330 (WS 330) Gender and Film 3(3-0)

A discussion course which examines gender roles in theatrical and documentary film while considering the perspective of producers, actors and spectators and salient film theories. Prerequisite: upper division standing in MCCNM or Women's Studies. (*)

MCCNM 332 Advanced Web Design and Development 3(2-2)

Study and implementation of advanced concepts in web design focused on a client-based curriculum that includes graphic design, usability and accessibility, design and architecture. Prerequisite: MCCNM 232 or permission of instructor. (*)

MCCNM 333 U2: Mediated Discourse & Invention 3(3-0)

A survey of the history, background, influence, work, and music of U2, coupled with the opportunity to examine the band's mediated communication efforts and creativity. Prerequisite: MCCNM 101. (S)

MCCNM 336 Interactive Media 3(3-0)

An overview of interactive media systems and the computer applications used to create interactive media content. Prerequisite: MCCNM 101. (F)

MCCNM 338 Global Communications 3(3-0)

A discussion of the cross border flow of information and cultural products, emphasis placed on major movements, investors, and global activities involved in international communication. Prerequisite: MCCNM 220. (F)

MCCNM 350 Advanced Media Lab (2-3 VAR)

Advanced laboratory courses for media that include the TODAY online and print news operation, advertising, KTSC-FM radio, and KTSC-RMPBS television production. Prerequisite: MCCNM major or minor, junior or senior standing, or permission of instructor. (F,S,SS) Repeatable (9)

MCCNM 370 Non-Profit Organizations and Communication 3(3-0)

A seminar course using cooperative teaching that integrates theory and practice to examine the basic elements of nonprofit organizations from economic, political, and social perspectives. Prerequisite: sophomore standing. (S)

MCCNM 402 Photojournalism 4(3-2)

Practical course in pictorial reporting; emphasis on spot news feature, picture stories and photographic essays. Prerequisite: MCCNM 260 or permission of instructor. (*)

MCCNM 411 Media Law and Ethics 3(3-0)

Ethical and legal factors of mass communications related to the structure and substance of laws at federal, state and local levels, including freedoms, restraints and contemporary issues. Prerequisite: junior or senior standing. (F,S)

MCCNM 415 Theories of Mass Communications 3(3-0)

Application of information theories to mass communication problems. Nature of the communication process in groups and between mass media and audiences. Contribution of theoretical concepts to solving specific problems. Prerequisite: senior standing or permission of instructor. (*)

MCCNM 422 Writing for Public Relations 3(3-0)

A specialized course in persuasive writing techniques in different formats. Emphasis is on print and electronic news releases, public service announcements, brochures, news-

Course Description Information

letters, speeches, and proclamations. Prerequisite: MCCNM 201 and 210. (S)

MCCNM 425 Audience Research Methodology 3(3-0)

Research methods to define and describe various publics contained within the mass audience. Emphasis on sampling, survey methods, data collection and analysis. (F,S)

MCCNM 430 Integrated Communications Campaigns 3(3-0)

The course examines the organization, structure, components and preparation of an integrated communication campaign focusing on advertising, public relations, sales promotion and direct response. Prerequisite: MCCNM 302, and MCCNM 425. (F)

MCCNM 432 Video Documentary 3(2-2)

Advanced production course about non-fiction formats. The course combines theory, history, and production aesthetics specific to television documentary with opportunity to produce a TV documentary. Prerequisite: MCCNM 245. (*)

MCCNM 440 (ENG 440) Magazine Writing 3(3-0)

Instruction and practice in writing nonfiction magazine articles, with emphasis on story research and market selection. Prerequisite: MCCNM 305. (*)

MCCNM 445 Reporting Public Affairs 3(3-0)

Instruction and practice in reporting important issues in areas such as crime, courts, local and state government. Prerequisite: MCCNM 305. (S)

MCCNM 470 Healthcare Communications 3(3-0)

A specialized integrated communication course to develop deeper understanding of the healthcare industry and how integrated communications helps healthcare organizations achieve their objectives. Prerequisite: MCCNM 210. (S)

MCCNM 490 Special Projects (VAR 1-3)

Individualized instruction within a special interest area, under supervision of a member of the department. Repeatable once. Prerequisite: junior or senior standing, or permission of instructor. (F,S,SS) Repeatable (6)

MCCNM 491 Special Topics (1-3 VAR)

Prerequisite: junior or senior standing, or permission of instructor. (F,S,SS) Repeatable

MCCNM 493 Seminar 3(3-0)

Seminar devoted to special problems in mass media; emphasis on interrelationships of media, understanding media, and the role of criticism. Prerequisite: senior standing. (F,S)

MCCNM 494 Field Experience (3-9 VAR)

A semester-long internship. Student performs the professional duties required by the cooperating commercial mass medium, business or public service agency. May be taken for a maximum of 9 credits. Prerequisite: junior or senior standing, minimum of 30 hours in major, or permission of program chair, 3.0 major GPA. (F,S,SS) Repeatable (9)

MCCNM 495 Independent Study (1-3 VAR)

Prerequisite: junior or senior standing, or permission of instructor. (F,S,SS) Repeatable (6)

GRADUATE COURSE

MCCNM 591 Special Topics (1-3 VAR)

Prerequisite: graduate standing. (*)

MECHANICAL ENGINEERING (ME)

UNDERGRADUATE COURSE

ME 250 Computer Applications in Engineering 2(2-0)

Use of digital computers in instrumentation, control, and analysis. Prerequisite: EN 105 and MATH 126. (S)

MANAGEMENT (MGMT)

UNDERGRADUATE COURSES

MGMT 201 Principles of Management 3(3-0)

Managerial process of planning, organizing, leading, decision-making, and controlling. Modern management techniques will be emphasized. (F,S,SS)

MGMT 301 Organizational Behavior 3(3-0)

Team-work, individual and group behavior, motivation, work design, communication, decision-making, leadership, and organizational culture. Prerequisite: MGMT 201. (F,S,SS)

MGMT 311 Operations and Quality Management 3(3-0)

Managerial perspective of the operations and quality functions, use of analytical tools to solve operations and quality problems. Prerequisite: BUSAD 265 or MATH. 156. (F,S)

MGMT 318 Human Resource Management 3(3-0)

An examination of the human resource functions of planning, selection and recruitment, compensation, training and development, employee and labor relations, and safety and health. Prerequisite: MGMT 201. (*)

MGMT 362 Purchasing and Materials Management 3(3-0)

Strategies and tactical methods, opportunities and problems associated with the flow of materials in an organization will be covered. Prerequisite: MGMT 311 (*)

MGMT 368 Project Management 3(3-0)

Project planning, control, management and evaluation. Use of project planning software. Prerequisite: MGMT 201 and junior standing. (F,S)

MGMT 410 Labor Management Relations 3(3-0)

Federal and state legislation and executive orders governing the employer-employee relationship; legal rights of organizations and collective bargaining. Prerequisite: MGMT 318 (*)

MGMT 414 Entrepreneurship 3(3-0)

In-depth analysis of the various environment, management, accounting, finance, and legal considerations required for business plan development by an entrepreneur or small business owner. Prerequisite: MKTG 340. (*)

MGMT 460 Operations Strategy 3(3-0)

Examination of recent developments in the strategy of operations in the manufacturing and service sectors involving technological policy, new process development, and new product introduction. Prerequisite: MGMT 311. (*)

MGMT 468 Quality Management 3(3-0)

Concepts and techniques of quality improvement processes. Defining quality in customer satisfaction terms and improving quality of products and service through modern techniques. Prerequisite: MGMT 311. (*)

MGMT 471 Organization Theory and Design 3(3-0)

Evaluation of organizational design structures, measurement of system performance, and problems in design of adaptive systems. Prerequisite: senior standing in HSB and permission of advisor. (*)

MGMT 475 International Management 3(3-0)

An analysis of management opportunities and challenges in the global environment and the evaluation and formulation of strategies of firms operating and expanding internationally. Prerequisite: FIN 330, MGMT 301 and MKTG 340. (F,S,SS)

MGMT 485 Strategic Management 3(3-0)

Integration of the business core disciplines to explore ways that strategy is formed in contemporary business organizations. Case method used extensively. Prerequisite: BUSAD 360, FIN 330, MGMT 301, MGMT 311, and MKTG 340. (F,S,SS)

MGMT 488 Sports Industry Management 3(3-0)

Development of the sports industry; present state, and future trends in the field through the lenses of recreation, amateur and professional sport. Prerequisite: MKTG 340. (S)

MGMT 490 Special Projects (1-6 VAR)

(*) Repeatable (6)

MGMT 491 Special Topics (1-3 VAR)

Prerequisite: permission of instructor. (*) Repeatable (6)

MGMT 495 Independent Study (1-3 VAR)

Prerequisite: senior standing in School of Business and permission of department chair. (*) Repeatable (6)

MGMT 498 Internship (1-6 VAR)

Supervised field work in selected business, social and governmental organizations; supplemented by written reports. (S/U grading) Prerequisite: junior or senior standing in School of Business and permission of internship coordinator. (*) Repeatable (6)

GRADUATE COURSES**MGMT 501 Fundamentals of Management 3(3-0)**

This class familiarizes students with the managerial process and multiple specific topics related to the managerial function. Prerequisite: admission to MBA. (*)

MGMT 505 Principles of Management 3(3-0)

Managerial process of planning, organizing, leading, decision-making, and controlling. Modern management techniques will be emphasized. (*)

MGMT 511 Production/Operations Management 3(3-0)

Managerial perspective of operations functions, understanding of analytical tools to solve operations problems, applied operations issues, and develop decision-making skills. Prerequisite: admission to MBA or permission of MBA Director. (*)

MGMT 520 Management of Organizational Behavior 3(3-0)

Ideas and concepts for increasing effectiveness in organizations. Major topics include personality, motivation, leadership, communication, group dynamics, change and conflict, and contingencies of work unit design. Prerequisite: admission to MBA or permission of MBA Director. (*)

MGMT 521 Theories of Organizational Design 3(3-0)

Identification of external environments faced by organizations and theories of organizational design that enable organizations to operate more effectively within their respective environments. Prerequisite: admission to MBA or permission of MBA Director. (*)

MGMT 540 Managing Human Resources 3(3-0)

A survey course covering the major areas of the management of human behavior in work organizations. Consideration given to aspects of strategic human resource management. (F)

MGMT 555 Wealth Building Enterprises 3(3-0)

Review of relevant contemporary literature, personal success definition, lifetime objectives and strategies to achieve those objectives. Seminar style. Emphasis on entrepreneurship. Prerequisite: acceptance into MBA program or permission of instructor. (SS,*)

MGMT 575 International Management 3(3-0)

An advanced analysis of management opportunities and challenges in the global environment and the evaluation and formulation of strategies of firms operating and expanding internationally. Prerequisite: MGMT 520 and BUSAD 502. (F,S,SS)

MGMT 585 Management Policy and Strategy 3(3-0)

Critical analysis of the policy/strategy field. This course integrates the business core disciplines to explore ways that strategy is formed in contemporary business organizations. Case Method used extensively. Prerequisite: admission to MBA or permission of MBA Director and completion of core courses. (*)

MGMT 591 Special Topics 3(3-0) (*) Repeatable (6)**MGMT 595 Independent Study (1-3 VAR)**

Individual study of a subject determined by the instructor and student with permission of the director. Prerequisite: admission to MBA or permission of MBA Director. (*) Repeatable (6)

MARKETING (MKTG)**UNDERGRADUATE COURSES****MKTG 340 Principles of Marketing 3(3-0)**

Analytical survey of problems encountered in distributing goods and services from a marketing-management approach with emphasis on the role of the consumer and the social responsibility of the marketer. (F,S)

Course Description Information

MKTG 341 Sales Force Management 3(3-0)

Managing a sales force including recruiting, selection, training, compensation, supervision, stimulation and sales planning. Computer simulation used to do forecasting, budgeting, territory allocation, sales analysis and control. Prerequisite: MKTG 340. (*)

MKTG 342 Promotional Strategy 3(3-0)

Principles, concepts and problems involved in development and management of advertising, personal selling, public relations and sales promotion programs, activities in the global economy. Prerequisite: MKTG 340. (*)

MKTG 345 Retail Management 3(3-0)

Issues in buying, maintaining inventory, displaying, designing store layouts, promoting, providing services and general merchandising of products for improving retail profitability. Prerequisite: MKTG 340. (*)

MKTG 348 Consumer Behavior 3(3-0)

Survey of contributions of behavioral sciences to understanding and prediction of consumer behavior in the decision-making process. Prerequisite: MKTG 340. (*)

MKTG 388 Sports Industry Marketing 3(3-0)

Introduce the various aspects of sports marketing, concentrating on the basic principles of sales, sponsorship, fan development, promotion, advertising and merchandising. Prerequisite: MKTG 340. (F)

MKTG 410 Social Media and E-Marketing 3(3-0)

Detailed consideration of social media platforms and electronic marketing strategies. Planning executing, and monitoring online campaigns executed. Electronic Marketing theory discussed. Prerequisites: MKTG 340. (*)

MKTG 440 Marketing Research 3(3-0)

Fundamental techniques. Practical experience in research methodology: planning an investigation, questionnaires, sampling, interpretation of results, report preparation. Prerequisite: MKTG 340 and BUSAD 265. (*)

MKTG 441 Marketing Strategies 3(3-0)

Detailed consideration of process of formulating and implementing strategies in marketing. Major emphasis on markets, channels of distribution, and product analysis. Prerequisite: MKTG 340 and BUSAD 360. (*)

MKTG 475 International Marketing 3(3-0)

Effects of culture, political and legal structures on marketing. Planning for international products, services, promotion, pricing, distribution and impact of trade groups. Prerequisite: MKTG 340. (*)

MKTG 490 Special Projects (1-6 VAR)

Prerequisite: MKTG 340 and permission of instructor. (*) Repeatable (6)

MKTG 491 Special Topics (1-3 VAR)

Prerequisite: MKTG 340 and permission of instructor. (*) Repeatable (6)

MKTG 495 Independent Study (1-3 VAR)

Prerequisite: MKTG 340 and permission of instructor. (*) Repeatable (6)

MKTG 498 Internship (1-6 VAR)

Supervised field work in selected business, social and governmental organizations; supplemented by written reports. (S/U grading) Prerequisite: MKTG 340, junior or senior standing in School of Business, and permission of internship coordinator. (*) Repeatable (6)

GRADUATE COURSES

MKTG 501 Fundamentals of Marketing 1.5(1.5-0)

This class prepares students in the conception, promotion, pricing and distribution of ideas, goods, and services from a marketing perspective. Prerequisite: admission to MBA. (*)

MKTG 505 Principles of Marketing 3(3-0)

Analytical survey of problems encountered in distributing goods and services from a marketing-management approach with emphasis on the role of the consumer and the social responsibility of the marketer. (*)

MKTG 540 Marketing Management 3(3-0)

Emphasizes an understanding of market behavior, coordination and implementation of the marketing mix with other managerial decisions, and the integration of theory through use of cases. Prerequisite: admission to MBA or permission of MBA Director. (*)

MKTG 561 Advertising and Promotion Research 3(3-0)

Advertising and Promotion research examines the effectiveness of alternative creative and channel strategies. Corequisite: MKTG 540. (S)

MKTG 575 International Marketing 3(3-0)

An advanced analysis of marketing opportunities and challenges in the global environment and the evaluation and formulation of strategies of firms operating and expanding internationally. Prerequisite: MKTG 540. (F,S,SS)

MKTG 591 Special Topics 3(3-0) (*) Repeatable (6)

MKTG 595 Independent Study (1-3 VAR)

Individual study of a subject determined by the instructor and student with permission of the director. Prerequisite: admission to MBA or permission of MBA Director. (F,S,SS) Repeatable (6)

MILITARY SCIENCE AND LEADERSHIP (MSL)

A grade of C or better is required for prerequisite courses.

UNDERGRADUATE COURSES

MSL 101 Leadership and Personal Development 3(2-2)

Introduces students to the personal challenges and competencies that are critical for effective leadership. Students learn skills that relate to leadership, officership and the Army. Field work required once a week. (F)

MSL 102 Introduction to Tactical Leadership 3(2-2)

Provides an overview of leadership fundamentals such as problem solving, listening skills and writing. Students explore dimensions of leadership in the context of classroom

instruction and practical exercises. Field work required once a week. (S)

MSL 201 Innovative Team Leadership 3(2-2)

Explores the dimensions of creative tactical leadership strategies and styles by examining team dynamics and leadership theories. Students practice team building exercises during leadership labs. Field work required once a week. (F)

MSL 202 Foundations of Tactical Leadership 3(2-2)

Examines the challenges of leading tactical teams in the contemporary operating environment (COE). Highlights terrain analysis, operation orders and adaptive leadership. Field work required once a week. (S)

MSL 301 Adaptive Tactical Leadership 3(2-2)

Challenges students to study, practice and evaluate adaptive leadership skills in scenarios related to squad tactical operations. Students receive specific feedback on their leadership skills. Field work required once a week and physical training required three times per week. Prerequisite: ROTC Basic Course Credit. (F)

MSL 302 Leadership in Changing Environments 3(2-2)

Employs increasing leadership challenges to build skills in leading tactical operations at the platoon level. Students learn basics of stability operations and conduct military briefings. Field work required once a week. Physical training required three times/week. Prerequisite: ROTC Basic Course Credit. (S)

MSL 303 Advanced Camp 6(0-12)

Students are assigned to a unit, placed in leadership positions, and evaluated on how they work in that unit. Mandatory for Advanced Course ROTC students. Prerequisite: MSL 301 and MSL 302. (SS)

MSL 401 Developing Adaptive Leaders 3(2-2)

Develops proficiency in planning, executing and assessing complex operations by functioning as a staff; includes basics of risk management, ethical decision-making and military justice. Field work required once a week. Physical training required three times per week. Prerequisite: ROTC Basic Course Credit. (F)

MSL 402 Leadership in a Complex World 3(2-2)

Explores the dynamics of leading in complex situations of the current operating environment (COE). Includes advanced instruction in law of war and interaction with non-governmental organizations (NGOs). Field work once weekly. Physical training required three times per week. Prerequisite: ROTC Basis Course Credit. (S)

MSL 485 Special Studies in Leadership 1(1-0)

Course for students participating in the Army ROTC Advanced Course that want to pursue further studies in military leadership and group dynamics. May be repeated for credit. Prerequisite: by arrangement with the professor of Military Science only. (F,S) Repeatable

MUSIC (MUS)

UNDERGRADUATE COURSES

MUS 100 Music Fundamentals I: Notation 2(2-0)

An overview of the basic elements and principles of music notation and their application to performance. (*)

MUS 101 Music Performance Symposium I (0, 1 VAR)

Level one course in observation and critique of music performances, includes lectures, clinics, demonstrations, and performance preparation. Weekly critiques required for credit. (F,S) Repeatable (2)

MUS 103 Music and Computer Technology I 1(1-0)

Introduction to the use of computer technology in music, including digital audio, MIDI, composing, sequencing, performing, and printing, utilizing various software applications. Prerequisite: permission of instructor. (F,S)

MUS 105 Music Fundamentals II: Foundations 2(2-0)

A study of the basic principles of music theory relating to musical composition. Prepares students for success in the Music Theory sequence. (*)

MUS 110 Music and Audio Production I 2(2-0)

Introduces principals of music and audio recording, editing, mixing and mastering using computer-based Digital Audio Workstation software. Prerequisite: permission of instructor. (F,S)

MUS 113 Vocal Techniques and Diction 1(0-2)

Instruction in the fundamentals of singing from a pedagogical approach. Additional basic instruction in foreign language pronunciation. Primarily intended for students in Music Education. (F,S)

MUS 118 Music Appreciation 3(3-0)

Significant musical compositions, composers and historical eras; analysis and description of music forms and terms; includes women composers and multi-cultural issues. (F,S) (Gen Ed: H, GT-AH1) (CC)

MUS 120 History of Jazz 2(2-0)

Study of historical trends and developments in jazz, including significant performers, styles, composers, and compositions. (*)

MUS 125 Piano Class for Non-Majors 1(0-2)

An elective course for the piano beginner or intermediate player who wishes to increase personal skill at the keyboard. (F,S) Repeatable (2)

MUS 127 Functional Piano I: Beginning 1(0-2)

For students with no piano experience. Introduces fundamentals, with emphasis on providing skills necessary for successful completion of the Proficiency Exam. May be repeated. (F,S) Repeatable (2)

MUS 130 Guitar Class 1(0-2)

Basic instruction in guitar technique in a group setting. Application of both melodic and chordal (rhythmic) media. Primarily for the non-music major/minor. (*) Repeatable

MUS 150 Music Theory I 3(3-0)

A comprehensive review of all music theory fundamentals leading to diatonic harmony and four-part writing based on

Course Description Information

18th century “common practice”. Prerequisite: successful completion of MUS 100 and 105 recommended (or satisfactory completion of theory placement examination). Corequisite: MUS 151. (F)

MUS 151 Aural Skills 2(1-2)

Development of basic aural skills, including diatonic harmony, interval recognition, singing at sight, error detection, and rhythmic, melodic, and harmonic discriminatory listening. Corequisite: MUS 150. (F,S)

MUS 152 Jazz Improvisation I 2(2-0)

Introduction to theory and techniques of improvisation in various styles of jazz. Includes developing familiarity with various representative jazz artists. May be repeated for credit. Prerequisite: permission of instructor. (F) Repeatable (6)

MUS 160-179 Applied, non major (1-2 VAR) (0-5-1)

Applied music study in various performance areas for the non-music major. Weekly lesson arranged with the instructor. Prerequisite: permission of instructor. (F,S)—(160-Violin) (161-Viola) (162-Cello) (163-Bass) (164-Flute) (165-Oboe) (166-Bassoon) (167-Clarinet) (168-Saxophone) (169-Voice) (170-Trumpet) (171-French Horn) (172-Trombone) (173-Euphonium) (174-Tuba) (175-Percussion) (176-Piano) (177-Organ) (178-Classical Guitar) (179-Jazz/Comm. Guitar). Repeatable

MUS 180 Introduction to Composition 1(1-0)

Introductory course to the processes of musical composition, emphasizing chamber works and consideration of form. Prerequisite: MUS 150, 151, or permission of instructor. (F,S,SS) Repeatable

MUS 201 Music Performance Symposium II (0, 1, VAR)

Level two course in observation and critique of music performances; includes lectures, clinics, demonstrations, and performance preparation. Weekly critiques required for credit. Prerequisite: MUS 101. (F,S) Repeatable (2)

MUS 202 Concert Choir (.5-1 VAR) (0-2)

Rehearsal, study, and public performance of selected appropriate literature for the choral ensemble. Additional rehearsals and performances are required. (F,S) Repeatable (6)

MUS 203 Electronic Music 2(1-2)

In-depth study of and experiences with a variety of electronic music hardware and software. Includes sound recording and engineering practices. (*) Repeatable

MUS 204 Collaborative Music Ensemble (.5-1 VAR) (0-2)

Ensemble specializing in small chamber works for piano, winds, strings, in various combinations. Prerequisite: permission of instructor. (*) Repeatable (6)

MUS 207 University Band (.5-1 VAR) (0-2)

Provides a Concert Band performing opportunity for students from all disciplines across campus. Prerequisite: director approval. (S) Repeatable (6)

MUS 208 Vocal Jazz Ensemble (.5-1 VAR) (0-2)

Level two secondary music ensemble specializing in the rehearsal, study, and public performance of appropriate vocal jazz ensemble literature. Additional rehearsals and performance activities required. Prerequisite: permission of instructor. (F,S) Repeatable (6)

MUS 209 Chamber Choir (.5-1 VAR) (0-2)

Level two primary ensemble for vocal majors specializing in the rehearsal, study, and public performance of advanced choral literature. Additional rehearsals and performance activities required. Prerequisite: permission of instructor. (F,S) Repeatable (6)

MUS 210 Music Theory II 3(3-0)

Continuation of MUS 150 with further development of diatonic harmony, four-part writing skills, diatonic modulation, and analysis of appropriate, representative literature. Prerequisite: successful completion of MUS 150. Corequisite: MUS 211. (S)

MUS 211 Aural Skills II 2(1-2)

Continuation of MUS 151. Continued development of aural skills, including diatonic harmony, interval recognition, singing at sight, error detection, and rhythmic, melodic, and harmonic discriminatory listening. Prerequisite: successful completion of MUS 151. Corequisite: MUS 210. (S)

MUS 212 Wind Ensemble (.5-1 VAR) (0-2)

Rehearsal, study, and public performance of selected appropriate literature for the wind band. Additional rehearsals and performances are required. (Level II). Prerequisite: permission of instructor. (F,S) Repeatable (6)

MUS 214 Brass Ensemble (.5-1 VAR) (0-2)

Level two music ensemble specializing in the rehearsal, study, and performance of appropriate literature for combinations of brass instruments. Additional rehearsals and performance activities required. Prerequisite: permission of instructor. (F,S) Repeatable (6)

MUS 215 Mariachi Ensemble (.5-1 VAR) (0-1)

Level two music ensemble specializing in the rehearsal, study and performance of appropriate literature in the Mariachi style. Additional rehearsals and performance activities required. Prerequisite: permission of instructor. (F,S) Repeatable (6)

MUS 216 ThunderWolves Drumline (.5-1 VAR) (0-2)

Provides an indoor drumline ensemble option for students from across campus who desire to expand their performance knowledge of percussion and other appropriate instruments. Prerequisite: director approval. (S) Repeatable (6)

MUS 221 Chamber Ensemble (.5-1 VAR) (0-2)

Level two secondary ensemble specializing in the rehearsal, study, and performance of appropriate literature for combinations of string instruments. Additional rehearsals and performance activities required. Prerequisite: permission of instructor. (F,S) Repeatable (6)

MUS 223 Percussion Techniques 1(0-2)

Instruction in the fundamentals of percussion instruments from a pedagogical approach, enabling students to effectively teach beginners. Primarily intended for students in Music Education. (F,S)

MUS 224 Percussion Ensemble (.5-1 VAR) (0-2)

Level two ensemble specializing in the rehearsal, study, and performance of appropriate literature for combinations of percussion instruments. Additional rehearsals and performance activities are required. Prerequisite: permission of instructor. (F,S) Repeatable (6)

MUS 227 Func. Piano II: Int/Proficiency 1(0-2)

Continuation of MUS 127. Emphasis on providing further skills necessary for successful completion of the Proficiency Exam. May be repeated. Prerequisite: successful completion of MUS 127. (F,S) Repeatable

MUS 229 Piano Proficiency Completion 1(0-1)

One-half hour private lesson per week in which to complete the preparation for and take the Piano Proficiency Exam. Prerequisite: successful completion of MUS 127 and 227, or permission of the instructor. (S/U grading) (F,S)

MUS 230 Marching Band (.5-1 VAR) (0-6)

Provides functional music at home football games and select special occasions while serving as a laboratory of learning for future music educators. Prerequisite: instructor permission. (F) Repeatable (6)

MUS 231 Pep Band (.5-1 VAR) (0-2)

Provides functional music at various home athletic events and select special occasions while serving as a laboratory of learning for future music educators. (*) Repeatable (6)

MUS 232 Guitar Ensemble, Classical (.5-1 VAR) (0-2)

Rehearsal, study, and public performance of selected appropriate classical guitar literature. Additional rehearsals and performance activities are required. Prerequisite: permission of instructor. (F,S) Repeatable (6)

MUS 233 Woodwind Techniques 1(0-2)

Instruction in the fundamentals of woodwind instruments from a pedagogical approach, enabling students to effectively teach beginners. Primarily intended for students in Music Education. (F,S)

MUS 234 Woodwind Ensemble (.5-1 VAR) (0-2)

Level two ensemble specializing in the rehearsal, study, and performance of appropriate literature for combinations of woodwind instruments. Additional rehearsals and performance activities required. Prerequisite: permission of instructor. (F,S) Repeatable (6)

MUS 236 Guitar Ensemble, Jazz (.5-1 VAR) (0-2)

Rehearsal, study, and public performance of selected appropriate non-classical guitar literature. Additional rehearsals and performance activities are required. Prerequisite: permission of instructor. (F,S) Repeatable (6)

MUS 240 Staging for Singers 1(0-1)

An elective course providing instruction in blocking and acting for singers in scenes from musical theater or opera. Prerequisite: permission of instructor. (F,S) Repeatable

MUS 242 Piano Ensemble (.5-1 VAR) (0-2)

Rehearsal, study, and public performance of selected appropriate piano ensemble literature. Additional rehearsals and performance activities are required. Prerequisite: permission of instructor. (F,S) Repeatable (6)

MUS 243 String Techniques 1(0-2)

Instruction in the fundamentals of stringed instruments from a pedagogical approach, enabling students to effectively teach beginners. Primarily intended for students in Music Education. (F,S)

MUS 244 Orchestra (.5-1 VAR) (0-2)

Rehearsal, study, and public performance of selected appropriate literature for the full orchestra. Additional

rehearsals and activities are required. Prerequisite: permission of instructor. (F,S) Repeatable (6)

MUS 250 Music Theory III 3(3-0)

A continuation of MUS 210. Applications of chromatic and altered harmonies of the Romantic, post-Romantic and pre-modern compositions within functional harmonic idioms. Prerequisite: successful completion of MUS 150 and 210. Corequisite: MUS 251. (F)

MUS 251 Aural Skills III 2(1-2)

Continuation of MUS 211. Continued development of aural skills, including non-diatonic harmony, interval recognition, singing at sight, error detection, and rhythmic, melodic, and harmonic discriminatory listening. Prerequisite: successful completion of MUS 211. Corequisite: MUS 250. (F)

MUS 252 Jazz Improvisation II 2(2-0)

Continuation of instruction in theory and techniques of improvisation in various styles of jazz. Includes developing familiarity with various representative jazz artists. May be repeated for credit. Prerequisite: successful completion of MUS 152 or permission of instructor. (S) Repeatable (6)

MUS 253 Brass Techniques 1(0-2)

Instruction in the fundamentals of brass instruments from a pedagogical approach, enabling students to effectively teach beginners. Primarily intended for students in Music Education. (F,S)

MUS 254 Jazz Ensemble (.5-1 VAR) (0-2)

Rehearsal, study, and public performance of selected appropriate literature for the jazz ensemble. Additional rehearsals and performances are required. (F,S) Repeatable (6)

MUS 260-279 Applied Music, Major 2(0-1)

In-depth applied study in various performance areas for the Freshman and Sophomore music major (may be repeated at Sophomore level). Prerequisite: declared music major, permission of instructor. (F,S)—(260-Violin) (261-Viola) (262-Cello) (263-Bass) (264-Flute) (265-Oboe) (266-Bassoon) (267-Clarinet) (268-Saxophone) (269-Voice) (270-Trumpet) (271-French Horn) (272-Trombone) (273-Euphonium) (274-Tuba) (275-Percussion) (276-Piano) (277-Organ) (278-Classical Guitar) (279-Jazz/Comm. Guitar). Repeatable (8)

MUS 280 Music Theory IV 3(3-0)

A continuation of MUS 250. A harmonic study of the emergence of 20th century compositional techniques from chromatic functional harmonic schemes. Prerequisite: successful completion of MUS 250. Corequisite: MUS 281. (S)

MUS 281 Aural Skills IV 2(1-2)

Continuation of MUS 251. Continued development of aural skills, including chromatic harmony, interval recognition, singing at sight, error detection, and rhythmic, melodic, and harmonic discriminatory listening. Prerequisite: successful completion of MUS 251. Corequisite: MUS 280. (S)

MUS 283 Music Theory Workshop 3(3-0)

Offered in summer semesters for students to improve their music theory proficiency. Credit may be applicable for degree requirements by examination. (SS) Repeatable (12)

Course Description Information

MUS 284 Aural Skills Workshop 2(2-0)

Offered in summer semesters for students to improve their aural skills proficiency. Credit may be applicable for degree requirements by examination. (SS) Repeatable (8)

MUS 285 Cultural History of Popular Music 2(2-0)

A survey of the various styles of American popular music from approximately 1900 to the present including folk music, ragtime, blues, jazz, and rock. (F,S)

MUS 291 Special Topics (1-3 VAR) (*) Repeatable

MUS 301 Music Performance Symposium III (0, 1 VAR)

Level three course in observation and critique of music performances; includes lectures, clinics, demonstrations, and performance preparation. Weekly critiques required for credit. Prerequisite: MUS 201. (F,S) Repeatable (2)

MUS 303 Music and Computer Technology II 1(0-2)

Continued study in the use of computer technology in music, including digital audio, MIDI, composing, sequencing, performing, and printing, utilizing various software applications. Prerequisite: MUS 103. (F,S)

MUS 305 Music History I 3(3-0)

An in-depth study of music history and representative literature from Antiquity to the Classical period. Prerequisite: successful completion of MUS 118, 150, 210. (F)

MUS 306 Technology for Music Educators 2(2-1)

Applies educational technology to the classroom and performance activities of music teachers, including instruction, communication, sound recording and editing. Prerequisite: MUS 103. (F,S)

MUS 310 Audio Production II: Pro Tools 2(2-0)

Advanced instruction in the use of Pro Tools for music mixing and mastering. Prerequisite: MUS 110 and MUS 303. (F,S)

MUS 323 Diction for Singers 2(2-0)

A course in reading pronunciation of Italian, French, German, Latin, and Spanish for singers. Utilizes the International Phonetic Alphabet. Primarily for vocal music students. (*)

MUS 326 Guitar Physiology and Technique 2(0-2)

Focus on advanced knowledge of the fretboard, harmony, sightreading, and arranging for guitar. Prerequisite: successful completion of junior qualifying exam, or consent of the instructor. (*)

MUS 327 Guitar Pedagogy II: History & Lit 2(0-2)

Focus on evolution of guitar notation and representative repertoire of each historical period. Prerequisite: successful completion of junior qualifying exam, or consent of the instructor. (*)

MUS 339 Applied Music Composition 1(0-5)

Applied music study in composition. One half-hour lesson per week; time to be arranged with the instructor. Permission of instructor required. Prerequisite: MUS 280. (F,S) Repeatable

MUS 340 General Music Methods 2(2-1)

Comprehensive study in materials, techniques, methods, and problem-solving techniques for the teacher of general music in the public schools. Prerequisite: admission to Teacher Education Program. (F,O)

MUS 345 Junior Lecture Recital 1(1-0)

Weekly one-hour meeting with instructor to complete lecture component of the Junior Lecture Recital. Prerequisite: 8 hours of Applied Music earned. Corequisite: concurrent enrollment MUS 360-371 required. (F,S)

MUS 346 Piano Literature 2(2-0)

Survey of piano literature from the 18th-century to the present. (*)

MUS 347 Piano Pedagogy 2(2-0)

Introduction to the practices in teaching private and class piano. (*)

MUS 349 Junior Recital 2(0-1)

Weekly 1 hour lesson with instructor in preparation and completion of the Junior Recital. Requires 6 hours Applied Music earned. (F,S,SS)

MUS 350 Theory V-Composition and Analysis 2(2-0)

Analysis and application of compositional techniques in music from all style periods, including form, harmony, and style. Prerequisite: successful completion of MUS 280. (*)

MUS 351 Counterpoint 2(2-0)

Intensive overview of the contrapuntal composition styles of the 16th and 18th centuries. Prerequisite: MUS 280. (S)

MUS 352 19th Century Styles 2(2-0)

Intensive overview of compositional approaches in 19th century music with emphasis on advances in harmony. Prerequisite: MUS 280. (S)

MUS 353 20th Century Styles 2(2-0)

Intensive overview of compositional approaches in 20th century music with emphasis on analytical systems for atonal music. Prerequisite: MUS 280. (S)

MUS 355 Music History II 3(3-0)

An in-depth study of music history and representative literature from the Classical period to the present. Prerequisite: successful completion of MUS 305. (S)

MUS 357 Orchestration and Arranging 2(2-0)

Instruction and application in techniques of scoring music for various combinations of musical mediums. Includes scoring for strings, woodwinds, brasses, percussion, and voices. Prerequisite: successful completion of MUS 150, 151, 210, 211, 250, 251, 280, 281. (F)

MUS 358 Basic Conducting 2(2-0)

Instruction in the conducting of music, with an emphasis on building basic skills and techniques. Prerequisite: successful completion of MUS 150, 151, 210, 211, 250, 251, 280, 281, 357. (S)

MUS 359 Advanced Conducting 2(0-1)

Continuing instruction in the conducting of music in the student's choice of emphasis areas. Individualized instruction in the form of one private lesson per week. Prerequisite: successful completion of MUS 358. (F)

MUS 360-379 Applied Music, Major 2(0-1)

In-depth applied study in various performance areas for the Junior music major. Prerequisite: admission to upper-class status; declared music major, permission of instructor. (F,S)—(360-Violin) (361-Viola) (362-Cello) (363-Bass) (364-Flute) (365-Oboe) (366-Bassoon) (367-Clarinet) (368-Saxophone)

(369-Voice) (370-Trumpet) (371-French Horn) (372-Trombone) (373-Euphonium) (374-Tuba) (375-Percussion) (376-Piano) (377-Organ) (378-Classical Guitar) (379-Jazz/Comm. Guitar). Repeatable (4)

MUS 380-399 Applied Music, non-major (1-2 VAR) (0-5-1)

In-depth applied study in various performance areas for the upper division non-major. Permission of instructor and upper division standing required. (F,S,SS)—(380-Violin) (381-Viola) (382-Cello) (383-Bass) (384-Flute) (385-Oboe) (386-Bassoon) (387-Clarinet) (388-Saxophone) (389-Voice) (390-Trumpet) (391-French Horn) (392-Trombone) (393 Euphonium) (394-Tuba) (395-Percussion) (396-Piano) (397-Organ) (398-Classical Guitar) (399-Jazz/Comm. Guitar). Repeatable

MUS 401 Music Performance Symposium IV (0, 1 VAR)

Level four course in observation and critique of music performances; includes lectures, clinics, demonstrations, and performance preparation. Weekly critiques required for credit. Prerequisite: MUS 301. (F,S) Repeatable (2)

MUS 402 Concert Choir (.5-1 VAR) (0-2)

Rehearsal, study, and public performance of selected appropriate literature for the choral ensemble. Additional rehearsals and performances are required. Prerequisite: permission of instructor. (F,S) Repeatable (6)

MUS 404 Collaborative Music Ensemble (.5-1 VAR) (0-2)

Ensemble specializing in small chamber works for piano, winds, strings, in various combinations. Prerequisite: permission of instructor. (*)Repeatable (6)

MUS 407 University Band (.5-1 VAR) (0-2)

Provides a Concert Band performing opportunity for students from all disciplines across campus. Prerequisite: director approval. (S) Repeatable (6)

MUS 408 Vocal Jazz Ensemble (.5-1 VAR) (0-2)

Level four secondary music ensemble specializing in the rehearsal, study, and public performance of appropriate vocal jazz ensemble literature. Additional rehearsals and performance activities required. Prerequisite: permission of instructor. (F,S) Repeatable (6)

MUS 409 Chamber Choir (.5-1 VAR) (0-2)

Level four primary ensemble for vocal majors specializing in the rehearsal, study, and public performance of advanced choral literature. Additional rehearsals and performance activities required. Prerequisite: permission of instructor. (F,S) Repeatable (6)

MUS 410 Audio Production Lab 1(0-1)

Offers advanced students the opportunity to participate in and direct live performance recording of CSU-Pueblo ensembles. Prerequisite: MUS 110, 303. Pre or corequisite: MUS 310. (F,S)

MUS 412 Wind Ensemble (.5-1 VAR) (0-2)

Rehearsal, study, and public performance of selected appropriate literature for the wind band. Additional rehearsals and performances are required. Prerequisite: permission of instructor. (F,S) Repeatable (6)

MUS 414 Brass Ensemble (.5-1 VAR) (0-2)

Level four music ensemble specializing in the rehearsal, study, and performance of appropriate literature for combinations of brass instruments. Additional rehearsals and

performance activities required. Prerequisite: permission of instructor. (F,S) Repeatable (6)

MUS 415 Mariachi Ensemble (.5-1 VAR) (0-1)

Level four music ensemble specializing in the rehearsal, study and performance of appropriate literature in the Mariachi style. Additional rehearsals and performance activities required. Prerequisite: permission of instructor. (F,S) Repeatable (6)

MUS 416 ThunderWolves Drumline (.5-1 VAR) (0-2)

Provides an indoor drumline ensemble option for students from across campus who desire to expand their performance knowledge of percussion and other appropriate instruments. Prerequisite: director approval. (S) Repeatable (6)

MUS 420 Film Scoring 2(2-0)

The principles and history of film music, writing music for film and other music media integrating Sibelius and Pro Tools software. Prerequisite: MUS 180 or permission of instructor. (F,S)

MUS 421 Chamber Ensemble (.5-1 VAR) (0-2)

Level four secondary ensemble specializing in the rehearsal, study, and performance of appropriate literature for combinations of string instruments. Additional rehearsals and performance activities required. Prerequisite: permission of instructor. (F,S) Repeatable (6)

MUS 424 Percussion Ensemble (.5-1 VAR) (0-2)

Level four ensemble specializing in the rehearsal, study, and performance of appropriate literature for combinations of percussion instruments. Additional rehearsals and performance activities are required. Prerequisite: permission of instructor. (F,S) Repeatable (6)

MUS 426 Advanced Piano Pedagogy 2(2-0)

Advanced study of practices and methods of piano instruction both in individual studio lessons and class piano courses. Prerequisite: MUS 346. (*)

MUS 427 Piano Pedagogy Practicum 2(2-0)

Practicum rotates experiences in Studio Management and Teaching Seminar, Class Piano Practicum, Musical Event Management. Prerequisite MUS 426. (*) Repeatable (6)

MUS 430 Marching Band (.5-1 VAR) (0-6)

Provides functional music at home football games and select special occasions while serving as a laboratory of learning for future music educators. Prerequisite: instructor permission. (F) Repeatable (6)

MUS 431 Pep Band (.5-1 VAR) (0-2)

Provides functional music at various home athletic events and select special occasions while serving as a laboratory of learning for future music educators. (*) Repeatable (6)

MUS 432 Guitar Ensemble, Classical (.5-1 VAR) (0-2)

Rehearsal, study, and public performance of selected appropriate classical guitar literature. Additional rehearsals and performance activities are required. Prerequisite: permission of instructor. (F,S) Repeatable (6)

MUS 434 Woodwind Ensemble (.5-1 VAR) (0-2)

Level four ensemble specializing in the rehearsal, study, and performance of appropriate literature for combinations of woodwind instruments. Additional rehearsals and

Course Description Information

performance activities required. Prerequisite: permission of instructor. (F,S) Repeatable (6)

MUS 436 Guitar Ensemble, Jazz (.5-1 VAR) (0-2)

Rehearsal, study, and public performance of selected appropriate non-classical guitar literature. Additional rehearsals and performance activities are required. Prerequisite: permission of instructor. (F,S) Repeatable (6)

MUS 438 Composition Recital 2(0-1)

In-depth applied study in composition leading to the performance of original works. Prerequisite: permission of instructor. (F,S,SS)

MUS 439 Recital: Jazz Studies 2(0-1)

In-depth applied study in jazz studies leading to the performance of a solo or joint recital. Prerequisite: permission of instructor. (F,S)

MUS 440 Choral Music Methods 2(2-1)

Comprehensive study in materials, techniques, methods, and problem-solving techniques for the teacher of choral music in the public schools. Prerequisite: successful completion of MUS 113, 223, 233, 243, 253, admission to Teacher Education Program. (S,O)

MUS 441 Instrumental Music Methods 2(2-1)

Comprehensive study in materials, techniques, methods, and problem-solving techniques for the teacher of instrumental music in the public schools. Prerequisite: successful completion of MUS 113, 223, 233, 243, 253, admission to Teacher Education Program. Corequisite: MUS 440. (S)

MUS 442 Piano Ensemble (.5-1 VAR) (0-2)

Rehearsal, study, and public performance of selected appropriate piano ensemble literature. Additional rehearsals and performance activities are required. Prerequisite: permission of instructor. (F,S) Repeatable (6)

MUS 444 Orchestra (.5-1 VAR) (0-2)

Rehearsal, study, and public performance of selected appropriate literature for the full orchestra. Additional rehearsals and activities are required. Prerequisite: permission of instructor. (F,S) Repeatable (6)

MUS 445-449 Applied Music, Major 2(0-1)

In-depth applied study in various performance areas for the Senior music major. Prerequisite: admission to upper-class status; declared music major, permission of instructor. (F,S)—(445-Violin) (446-Viola) (447-Cello) (448-Bass) (449-Flute). Repeatable (4)

MUS 454 Jazz Ensemble (.5-1 VAR) (0-2)

Rehearsal, study, and public performance of selected appropriate literature for the jazz ensemble. Additional rehearsals and performances are required. Prerequisite: permission of instructor. (F,S) Repeatable (6)

MUS 455-459 Applied Music, Major 2(0-1)

In-depth applied study in various performance areas for the Senior music major. Prerequisite: admission to upper-class status; declared music major, permission of instructor. (F,S)—(455-Oboe) (456-Bassoon) (457-Clarinet) (458-Saxophone) (459-Voice). Repeatable (4)

MUS 460-469 Applied Music, Major 2(0-1)

In-depth applied study in various performance areas for the Senior music major. Prerequisite: admission to upper-class

status; declared music major, permission of instructor. (F,S)—(460-Trumpet) (461-French Horn) (462-Trombone) (463-Euphonium) (464-Tuba) (465-Percussion) (466-Piano) (467-Organ) (468-Classical Guitar) (469-Jazz/Comm. Guitar). Repeatable (4)

MUS 470-489 Senior Recital 2(0-1)

In-depth applied study in various performance areas for the Senior music major, leading to the performance of a solo or joint recital (see Music Student Handbook). Prerequisite: admission to upper-class status; faculty approval; permission of instructor. (F,S)—(470-Violin) (471-Viola) (472-Cello) (473-Bass) (474-Flute) (475-Oboe) (476-Bassoon) (477-Clarinet) (478-Saxophone) (479-Voice) (480-Trumpet) (481-French Horn) (482-Trombone) (483-Euphonium) (484-Tuba) (485-Percussions) (486-Piano) (487-Organ) (488-Classical Guitar) (489-Jazz Guitar).

MUS 491 Special Topics (1-4 VAR)

Prerequisite: permission of instructor. (F,S,SS) Repeatable

MUS 495 Independent Study (1-4 VAR) (*)

MUS 498 Internship 1(0-1)

Provides an infield, firsthand experience in traditional church music programs. Prerequisite: permission of instructor. (F,S) Repeatable (3)

GRADUATE COURSES

MUS 501 Special Methods in Music Ed 3(3-0)

In-depth study of techniques and materials for teaching music in the elementary and middle school. Involvement in research and practical application of approved methods. Prerequisite: graduate standing. (*) Repeatable

MUS 502 Concert Choir (.5-1 VAR) (0-2)

Primary ensemble for vocal majors, specializing in the rehearsal, study, and public performance of advanced choral literature. Additional rehearsals and performance activities required. (Graduate level) Prerequisite: instructor permission. (F,S) Repeatable (4)

MUS 504 Collaborative Music Ensemble (.5-1 VAR) (0-2)

Ensemble specializing in small chamber works for piano, winds, strings, in various combinations. Prerequisite: permission of instructor. (*) Repeatable (2)

MUS 509 Chamber Choir (.5-1 VAR) (0-2)

Primary ensemble for vocal majors, specializing in the rehearsal, study, and public performance of advanced choral literature. Additional rehearsals and performance activities required. (Graduate level) Prerequisite: permission of instructor. (F,S) Repeatable (4)

MUS 512 Wind Ensemble (.5-1 VAR) (0-2)

Rehearsal, study, and public performance of appropriate literature for the wind band. Additional rehearsals and performances are required. (Graduate level) Prerequisite: instructor permission. (F,S) Repeatable (4)

MUS 513 Advanced Vocal Pedagogy 1(0-1)

Designed for the experienced vocal music teacher who seeks graduate-level pedagogical techniques to better guide and develop the adolescent voice. Prerequisite: bachelor's degree

and teaching certificate, or approval of the Music Department Chair. (SS*)

MUS 520 Graduate Music Ensemble (.5-1 VAR) (0-2)

Secondary ensembles specializing in the rehearsal, study, and public performance of specific genres, i.e., jazz, chamber music. (Graduate level) Prerequisite: permission of instructor. (*) Repeatable (4)

MUS 523 Advanced Percussion Pedagogy 1(0-1)

Designed for the experienced instrumental music teacher who seeks graduate-level pedagogical techniques to improve students' achievement in playing instruments of the percussion family. Prerequisite: bachelor's degree and teaching certificate, or approval of the Music Department Chair. (SS*)

MUS 529 Piano Proficiency Completion 1(0-5)

One-half hour private lesson per week to prepare for an complete the departmental Piano Proficiency Exam. Permission of instructor required. (S/U grading) (F,S)

MUS 530 Marching Band (.5-1 VAR) (0-6)

Provides functional music at home football games and select special occasions while serving as a laboratory of learning for future music educators. Prerequisite: instructor permission. (F) Repeatable (2)

MUS 531 Pep Band (.5-1 VAR) (0-2)

Provides functional music at various home athletic events and select special occasions while serving as a laboratory of learning for future music educators. (*) Repeatable (2)

MUS 533 Advanced String Pedagogy 1(0-1)

This course expands upon the basics of string pedagogy and literature. Includes discussion of problems and possible solutions in student playing techniques. Prerequisite: bachelor's degree and teaching certificate, or approval of the Music Department Chair. (*)

MUS 540 Kodály Method for Elementary Music 3(3-0)

Graduate study in teaching music to young children. Students will create teaching aids and increase their own solfège proficiency. Primarily for teachers of general music. Prerequisite: bachelor's degree and teaching certificate, or approval of the Music Department Chair. (SS*)

MUS 543 Advanced Woodwind Pedagogy 1(0-1)

Designed for the experienced instrumental music teacher who seeks advanced techniques in the teaching and playing of woodwind instruments. Prerequisite: bachelor's degree and teaching certificate, or approval of the Music Department Chair. (SS*)

MUS 544 Orchestra (.5-1 VAR) (0-2)

Rehearsal, study, and public performance of selected appropriate literature for the full orchestra. Additional rehearsals and activities are required. (Level V) Prerequisite: instructor permission. (F,S) Repeatable (4)

MUS 545 Current Issues in Music Education 3(3-0)

History and philosophy of music education in public schools, with readings, discussions, and practical applications of content standards in instruction and assessment. Prerequisite: bachelor's degree and teaching certificate, or approval of the Music Department Chair. (SS*)

MUS 550 Instrumental Conducting 2(2-0)

Graduate level instruction in instrumental conducting in a pedagogical setting with emphasis on selection of appropriate literature as well as technique. Prerequisite: bachelor's degree and teaching certificate, or approval of the Music Department Chair. (SS*)

MUS 553 Advanced Brass Pedagogy 1(0-1)

Designed for the experienced instrumental music teacher who seeks graduate-level pedagogical techniques to improve students' achievement in playing instruments of the brass family. Prerequisite: bachelor's degree and teaching certificate, or approval of the Music Department Chair. (SS*)

MUS 559 Advanced Music Analysis 3(3-0)

Analytical study of selected varied compositions, primarily from the perspective of a school ensemble conductor. Includes instructional strategies and criteria for selecting appropriate quality literature. Prerequisite: bachelor's degree and teaching certificate, or approval of the Music Department Chair. (SS)

MUS 560 Choral Conducting 2(2-0)

Graduate level instruction in choral conducting in a pedagogical setting with emphasis on selection of appropriate literature as well as technique. Prerequisite: bachelor's degree and teaching certificate, or approval of the Music Department Chair. (SS*)

MUS 565 Methods of Research in Music ED 3(3-0)

This course provides a broad foundation in research design and methodologies for graduate students in music education. Quantitative and qualitative analytical procedures are introduced. Prerequisite: bachelor's degree and teaching certificate, or approval of the Music Department Chair. (*)

MUS 570 Advanced Applied Music, Strings 2(0-1)

In-depth applied study in guitar or orchestral string performance areas for the highly advanced student. Prerequisite: permission of instructor. (*) Repeatable (4)

MUS 571 Advanced Applied Music, Woodwinds 2(0-1)

In-depth applied study in woodwind performance areas for the highly advanced student. Prerequisite: permission of instructor. (*) Repeatable (4)

MUS 572 Advanced Applied Music, Percussion 2(0-1)

In-depth applied study in percussion performance for the highly advanced student. Prerequisite: permission of instructor. (*) Repeatable (4)

MUS 573 Advanced Applied Music, Brass 2(0-1)

In-depth applied study in brass performance areas for the highly advanced student. Prerequisite: permission of instructor. (*) Repeatable (4)

MUS 574 Advanced Applied Music, Voice 2(0-1)

In-depth applied study in vocal performance for the highly advanced student. Prerequisite: permission of instructor. (*) Repeatable (4)

MUS 579 Graduate Recital 2(0-1)

In-depth advanced applied study leading to the performance of a solo or joint recital. Prerequisite: permission of instructor. (F,S)

Course Description Information

MUS 580 Advanced General Music Methods 2(2-1)

Advanced, comprehensive study in materials, techniques, methods, and problem-solving techniques for the teacher of general music in the public schools. Prerequisite: admission to Teacher Education Program. (F)

MUS 581 Advanced Choral Methods 2(2-1)

Advanced, comprehensive study in materials, techniques, methods, and problem-solving techniques for the teacher of choral music in the public schools. Prerequisite: Admission to Teacher Education Program. (S)

MUS 582 Advanced Instrumental Methods 2(2-1)

Advanced, comprehensive study in materials, techniques, methods, and problem-solving techniques for the teacher of choral music in the public schools. Prerequisite: admission to Teacher Education Program (S)

MUS 591 Special Topics (1-3 VAR)

Prerequisite: graduate standing. (*) Repeatable

MUS 593 Seminar (1-3 VAR)

Practical application of current music techniques to secondary teaching. Prerequisite: graduate standing. (*) Repeatable

MUS 594 Field Experience 6(0-6)

Field experience in an educational setting. Prerequisite: permission of instructor. (F,S,SS)

MUS 595 Independent Study (1-4 VAR)

Prerequisite: permission of instructor. (F,S,SS) Repeatable

NON-PROFIT ADMINISTRATION (NPA)

UNDERGRADUATE COURSES

NPA 494 Field Experience 3(0-3)

This course is the required 3-credit field experience for the nonprofit minor. Prerequisite: Completion of core courses in nonprofit minor. (F,S,SS)

NURSING (NSG)

UNDERGRADUATE COURSES

NSG 207 Nursing Pathophysiology 3(3-0)

Introduces basic disease processes of individual body systems. Incorporates nursing assessment/diagnosis with associated intersystem diseases utilizing evidence-based practice and patient-centered, safe care. Prerequisite: BIOL 223/L, BIOL 224/L with grades of C or better. (F,S)

NSG 230 (WS 230) Women, Health and Society 3(3-0)

Introduction to women's health issues and a basic understanding of how women's health has been influenced historically, culturally and by socio-economic factors. (F,S)

NSG 231 Concepts for Professional Nursing 2(2-0)

Introduces nursing history, theory, and key concepts related to healthcare and professional integrity and leadership. (S,SS)

NSG 232 Fundamentals of Nursing Care 3(3-0)

Utilizes the nursing process to provide safe, patient-centered care. Emphasizes teamwork, collaboration, evidence-based practice, and quality improvement. (S,SS)

NSG 232L Fundamentals of Nursing Care Lab 4(0-8)

Application of NSG 232. Assists students to develop fundamental competencies to provide safe, evidenced-based patient-centered care. (S/U grading) (S,SS)

NSG 291 Special Topics (1-4 VAR)

Topics and/or nursing skills for enrichment of required nursing courses, and which serve the interest of student, will be considered. (*) Repeatable

NSG 295 Independent Study (1-6 VAR) (*) Repeatable

NSG 302 Health Promotion and Assessment 2(2-0)

Utilizes evidence-based practice to assess, analyze and promote health in diverse populations across the lifespan. (S,SS)

NSG 302L Health Promotion and Assessment Lab 1(0-2)

Fosters evidence-based practice and clinical judgment to develop comprehensive assessment skills across the lifespan. (S/U grading) (S,SS)

NSG 305 Ethical Issues in Health Care 3(3-0)

Introduces evidence-based theories which influence ethical issues in health care. (*)

NSG 308 Pharmacology in Nursing Practice 3(3-0)

Applies pharmacokinetics, pharmacodynamics, and pharmacotherapeutics to patient-centered care. Focuses on safety, legal implications and evidence-based practice. (F,SS)

NSG 309 Professional Nursing Practice 4(4-0)

Introduces registered nurses to mission and philosophy of the nursing program, professional practice and personal growth. Utilizes concepts of evidence-based, patient-centered care. (*)

NSG 311 Integration of QSEN for Nurses 3(3-0)

Apply QSEN skills, attitudes, knowledge to improve health care delivery. Identify concepts of quality improvement based on evidence. Survey teamwork/communication /collaboration and transitions of care. (*)

NSG 312 Caring for Childbearing Family 3(3-0)

Introduces safe, patient-centered care of the neonate and procreative family during the peri-natal period. Includes health promotion, high risk management, safety and human sexuality. (F,S)

NSG 312L Caring for Childbearing Family Lab 3(0-6)

Application of NSG 312. Provides evidence-based, patient-centered care to the neonate and family throughout the peri-natal period. (S/U grading) (F,S)

NSG 322 Caring for Adults I 4(4-0)

Integrates assessment, pharmacology and pathophysiologic concepts utilizing evidence-based practice to provide safe, patient-centered care to adults with acute and chronic health concerns. (F,S)

NSG 322L Caring for Adults I Lab 4(0-8)

Application of NSG 322. Provides evidence-based, patient-centered care to adults and families based upon best practices. (S/U grading) (F,S)

NSG 331 Healthy Aging 2(2-0)

Utilizes evidence-based practice theories to promote healthy aging and patient-centered care of older adults. (S,SS)

NSG 332 Caring for Children/Families 3(3-0)

Introduces patient-centered care of children, adolescents and their families. Emphasizes evidence-based practice related to health promotion, safety and disease management. (F,S)

NSG 332L Caring for Children/Families Lab 3(0-6)

Application of NSG 332. Provides evidence-based, patient-centered care of children, adolescents, and families. (S/U grading) (F,S)

NSG 351 Evidence Based Nursing Practice 3(3-0)

Critically analyzes and applies nursing research to practice. Uses evidence-based practice to promote continuous quality improvement and patient-centered care. Prerequisite: MATH 156 with grade of C or better. (S)

NSG 371 Healthcare Informatics 2(2-0)

Introduces theory, infrastructure and ethical application of health informatics for the delivery of safe, effective, efficient, and quality patient-centered care. (S)

NSG 372 Clinical Practicum I 3(0-9)

Provides an opportunity for a concentrated clinical practicum with instructor approval. Prerequisite: NSG 308, NSG 312, NSG 322, NSG 331, NSG 332, NSG 351, NSG 371, NSG 382.(A grade of B or better is required for prerequisite courses.) (S/U grading) (SS/*) Repeatable (6)

NSG 382 Dynamics of Behavioral Health 3(3-0)

Introduces evidence-based concepts focusing on mental health promotion and disease specific patient-centered care. (F,S)

NSG 382L Dynamics of Behavioral Health Lab 3(0-6)

Application of NSG 382. Provides evidence-based, patient-centered care in behavioral health settings. (S/U grading) (F,S)

NSG 391 Special Topics (1-5 VAR)

Prerequisite: permission of instructor. (*) Repeatable

NSG 408 Synthesis of Pharmacologic Concepts 2(2-0)

Synthesizes pharmacological concepts and prototype agents with focus on the physiological action, effect and utilization of selected drug groups in evidence-based practice. Pre or corequisite: NSG 420. (A grade of B or better is required for prerequisite courses.) (S)

NSG 420 Caring for Adults II 4(4-0)

Integrates assessment, pharmacology and pathophysiology concepts using evidence-based practice to provide patient-centered care to adults with complex health concerns. (F,S)

NSG 420L Caring for Adults II Lab 4(0-8)

Application of NSG 420. Provides patient centered care to adults and families utilizing evidence-based practice. Emphasizes teamwork and collaboration for multiple patients. (S/U grading) (F,S)

NSG 431 Gerontological Nursing 3(3-0)

Synthesize evidence-based practice theories and integrates concepts of healthy aging to promote patient-centered care of older adults by allied health professionals. (*)

NSG 442 Global Public Health 3(3-0)

Synthesizes theory, research, epidemiological and public health principles into planning interventions to meet the multi-dimensional health needs of a diverse, global society. (F,SS)

NSG 442L Global Public Health Lab 3(0-6)

Application of NSG 442. Provides population-focused care in community health settings. (S/U grading) (F,SS)

NSG 451 Nursing Leadership and Issues 3(3-0)

Analyzes management and leadership theories. Explores issues related to quality improvement, evidence-based practice, professional integrity/leadership and teamwork/collaboration. (F, S, SS)

NSG 452 Synthesis of Nursing Practice 4(4-0)

Prepares for transition into professional nursing practice. Integrates patient-centered care concepts for a variety of health needs across the lifespan. (S,SS)

NSG 452L Synthesis of Nursing Practice Lab 5(0-10)

Application of NSG 452. Manages multiple, complex patients in a variety of health care settings utilizing evidence-based practice. Emphasizes integrity, leadership, team work and collaboration. (S/U grading) (S,SS)

NSG 472 Clinical Practicum II 3(0-9)

Provides an opportunity for a concentrated clinical specialty practicum with instructor approval. Prerequisite: NSG 372. (S/U grading) (S) Repeatable (6)

NSG 491 Special Topics (1-6 VAR) (*) Repeatable**NSG 492 Research 2(2-0)**

Faculty-directed research project for undergraduate student. Prerequisite: NSG 351 with a grade of B or better. (*)

NSG 495 Independent Study (1-6 VAR) (*) Repeatable**GRADUATE COURSES****NSG 504 NSG Writing & Presentation Skills 1(1-0)**

Prepare students for the rigors of academic writing at the graduate and professional levels. (F)

NSG 505 Biostatistics & Research 3(3-0)

Analyze nursing and healthcare research using the most common inferential statistical methodologies to identify accurate data results and evidence gaps. (F)

NSG 506 Roles, Ethics & Issues 3(2.5-2)

Explores advanced nursing practice roles and competencies emphasizing clinical quality, safety and ethical issues. Clinical hours required. (F)

NSG 507 Advanced Practice Roles 2(2-0)

Introduces the core concepts of the advanced nursing practice role. (F)

Course Description Information

NSG 508 Advanced Practice Theory 3(3-0)

Examines the theoretical basis of nursing which guides evidence-based advanced nursing practice, research, education, and administration. (F)

NSG 512 Research & Evidence Based Practice 3(3-0)

Expand knowledge to determine the best evidence and quality improvement methods to reduce risk and improve patient outcomes in the advanced nursing practice role. (S)

NSG 548 Healthcare: Ethics, Law & Policy 3(3-0)

Evaluate ethical, legal and political concepts in healthcare delivery systems. (S)

NSG 550 Health Policy & Finance 3(3-0)

Analyze and utilize the historical, political, economic, and financial concepts in the development in one's practice and the advanced nursing practice role. (S)

NSG 551 Health Promotion 2(2-0)

Analyzes concepts of health promotion related to delivery of evidence-based patient-centered care in advanced nursing practice. (S,SS)

NSG 552 Advanced Pathophysiology 3(3-0)

Examines alterations in human physiologic function in diverse populations across the lifespan using evidence-based practice principles. Corequisite: NSG 561. (F,SS)

NSG 561 Advanced Pharmacology 3(3-0)

Applies pharmacological concepts in the management of patients across the lifespan within the scope of evidence-based advanced nursing practice. Corequisite: NSG 552. (F,SS)

NSG 562 Advanced Assessment 2(2-0)

Enhances assessment skills across the lifespan within the scope of evidence-based advanced nursing practice. Corequisite: NSG 562L. (S)

NSG 562L Advanced Assessment Lab 1(0-2)

Demonstrates assessment skills across the lifespan within the scope of evidence-based advanced nursing practice. Corequisite: NSG 562. (S/U Grading) (S)

NSG 570 Advanced Evidence Based Practice 3(3-0)

Utilizes analytical methods and disciplined inquiry to expand knowledge for implementation of a safe and quality evidence-based advanced nursing practice. (S)

NSG 571 Healthcare Informatics 2(2-0)

Analyzes theory, infrastructure and ethical application of health informatics for the delivery of quality advanced nursing practice. (F,SS)

NSG 575 Curriculum Development 3(3-0)

Focuses on roles, theories and processes of nursing curriculum development from an evidence-based practice foundation. (F)

NSG 576 Instructional Strategies 3(3-0)

Explores evidence-based practice learning theories and instructional strategies for teaching nursing in a variety of settings. (S)

NSG 577 Assessment & Evaluation 3(3-0)

Focuses on understanding and applying formal and informal

assessment and evaluation strategies utilizing informatics in order to implement data-driven instruction. (SS)

NSG 583 Nurse Educator Seminar 1(1-0)

Synthesizes nurse educator theory and competencies into evidence-based teaching practices. Corequisite: NSG 583L. (SS)

NSG 583L Nurse Educator Practicum 3(0-9)

Applies nurse educator theory and competencies in a variety of educational settings. Corequisite: NSG 583. (S/U grading) (SS)

NSG 590 Special Projects (1-3 VAR)

Individual project selected, outlined and pursued by student. Prerequisite: graduate standing and advisor approval. (S/U grading) (*) Repeatable

NSG 591 Special Topics (1-6 VAR) (*) Repeatable (6)

NSG 593 Thesis Seminar 3(3-0)

Creates an advanced nursing practice research proposal as the first step in thesis development. (S/U grading) (*)

NSG 595 Independent Study (1-6 VAR) (*) Repeatable

NSG 599 Thesis Research (1-6 VAR)

Preparation of thesis to meet degree requirements. Must be enrolled each semester in at least one credit hour if thesis is still in process. (S/U grading). Prerequisite: NSG 593 and approval by thesis advisor. (*) Repeatable

NSG 610 Diagnostic Reasoning 2(2-0)

Focuses on diagnostic reasoning and problem solving for the advanced practice nurse. (S,SS)

NSG 612L MS Acute Care Skills Lab 2(0-4)

Applies advanced practice nursing skills for the FNP & ACNP (S/U grading) (F)

NSG 613L Acute Care Skills Lab I 2(0-4)

Explore and practice simulated advanced practice nursing procedure skills for the Adult-Gerontology Acute Care and Family Nurse Practitioner. (S/U grading) (S)

NSG 614L Acute Care Skills Lab II 1(0-2)

Demonstrate safe simulated advanced practice nursing procedure skills for the Adult-Gerontology Acute Care and Family Nurse Practitioner. Prerequisite: NSG 613L. (S/U grading) (SS)

NSG 620 MS Adult/Gerontology Acute Care I 2(2-0)

Examines the advanced practice nurse's role in patient-centered care of adult and geriatric populations with chronic health needs. Corequisite: NSG 620L. (F)

NSG 620L MS AGACNP Practicum I 4(0-12)

Explores the advanced practice nurse's role in patient-centered care of adult and geriatric populations. Corequisite: NSG 620. (S/U grading) (F)

NSG 621 MS Adult/ Gerontology Acute Care II 4(4-0)

Examines the advanced practice nurse's role in patient-centered care of adult and geriatric population with acute health needs. Corequisite: NSG 621L. (S)

NSG 621L MS AGACNP Practicum II 4(0-12)

Applies the advanced practice nurse's role in patient-centered care of adult and geriatric populations. Corequisite: NSG 621. (S/U grading) (S)

NSG 622 MS Adult/ Gero Acute Care III 4(4-0)

Examines the advanced practice nurse's role in patient-centered care of adult and geriatric populations with emergent health needs. Corequisite: NSG 622L. (SS)

NSG 622L MS AGACNP Practicum III 4(0-12)

Synthesizes the advanced practice nurse's role in patient-centered care of adult and geriatric populations. Corequisite: NSG 622. (S/U grading) (SS)

NSG 631 MS Family I 2(2-0)

Introduces primary care management for the family across the lifespan. Prerequisite: NSG 610. Corequisite: NSG 620 & NSG 638L. (F)

NSG 632 MS Family II 2(2-0)

Explores primary care management for families across the lifespan with acute health needs. Prerequisite: NSG 631 Corequisite: NSG 621 & NSG 638L. (S)

NSG 633 MS Family III 2(2-0)

Explores primary care management for families across the lifespan with chronic health needs. Prerequisite: NSG 632. Corequisite: NSG 622 & NSG 638L. (SS)

NSG 636L FNP Practicum (1-13 VAR)

Engages students in primary care management for the family across the lifespan. Corequisite: NSG 661 or 662 or 663 or 664 or 665 or completion of all 5. (F, S, SS) Repeatable(13)

NSG 638L MS Family Practicum (1-11 VAR)

Engages students in primary care management for the family across the lifespan. Corequisite: NSG 631 or 632 or 633 or completion of all 3. (F, S, SS) Repeatable(11)

NSG 641 Adult/ Gerontology Acute Care I 3(3-0)

Examines the advanced practice nurse's role in patient-centered care of adult and geriatric populations with chronic health needs. Prerequisite: NSG 610. Corequisite: NSG 641L. (SS)

NSG 641L AGACNP Practicum I 1(0-3)

Explores the advanced practice nurse's role in patient-centered care of adult and geriatric populations. Corequisite: NSG 641. (S/U grading) (SS)

NSG 642 Adult/ Gerontology Acute Care II 2(2-0)

Examines the advanced practice nurse's role in patient-centered care of adult and geriatric population with decompensating chronic health needs. Prerequisite: NSG 641. Corequisite: NSG 642L. (F)

NSG 642L AGACNP Practicum II 3(0-9)

Recognizes the advanced practice nurse's role in patient-centered care of adult and geriatric populations. Corequisite: NSG 642. (S/U grading) (F)

NSG 643 Adult/Gerontology Acute Care III 2(2-0)

Examines the advanced practice nurse's role in patient-centered care of adult and geriatric populations with chronic conditions focusing on health maintenance to prevent urgent events. Prerequisite: NSG 642. Corequisite: NSG 643L. (S)

NSG 643L AGACNP Practicum III 2(0-6)

Applies the advanced practice nurse's role in patient-centered care of adult and geriatric populations. Corequisite: NSG 643. (S/U grading) (S)

NSG 644 Adult/Gerontology Acute Care IV 2(2-0)

Examines the advanced practice nurse's role in patient-centered care of adult and geriatric populations with a focus on chronic urgent/emergent health needs. Prerequisite: NSG 643. Corequisite: NSG 644L. (SS)

NSG 644L AGACNP Practicum IV 2(0-6)

Analyzes the advanced practice nurse's role in patient-centered care of adult and geriatric populations. Corequisite: NSG 644. (S/U grading) (SS)

NSG 645 Adult/Gerontology Acute Care V 1(1-0)

Examines the advanced practice nurse's role in patient-centered care of adult and geriatric populations with emergent health needs. Prerequisite: NSG 644. Corequisite: NSG 645L. (F)

NSG 645L AGACNP Practicum V 2(0-6)

Synthesizes the advanced practice nurse's role in patient-centered care of adult and geriatric populations. Corequisite: NSG 645. (S/U grading) (F)

NSG 651 Psych Mental Health I 2(2-0)

Applies theory and evidenced-based practice to the care of the psychiatric-mental health patient across the lifespan. Prerequisite: NSG 678. Corequisite: NSG 651L (F)

NSG 651L PMH Practicum I 2(0-6)

Explores the advanced practice nurse's role while providing evidenced-based patient-centered care of psychiatric-mental health patients across the lifespan. Corequisite: NSG 651. (S/U grading) (F)

NSG 652 Psych Mental Health II 2(2-0)

Analyzes the health care management of the psychiatric-mental health patient disorders across the lifespan utilizing evidence-based guidelines. Prerequisite: NSG 651. Corequisite: NSG 652L (S)

NSG 652L PMH Practicum II 2(0-6)

Applies the advanced practice nurse's role while providing evidenced based patient-centered care for psychiatric-mental health patients across the lifespan. Corequisite: NSG 652. (S/U grading) (S)

NSG 653 Psych Mental Health III 3(3-0)

Analyzes complex health care management of the psychiatric-mental health patient disorders across the lifespan utilizing evidence-based guidelines. Prerequisite: NSG 652. Corequisite: NSG 653L. (SS)

NSG 653L PMH Practicum III 3(0-9)

Implements the advanced practice nurse's role while providing evidenced based practice patient-centered care for psychiatric-mental health patients across the lifespan. Corequisite: NSG 653. (S/U grading) (SS)

NSG 654 Psych Mental Health IV 3(3-0)

Synthesizes complex health care management of the psychiatric-mental health patient across the lifespan utilizing evidence-based guidelines. Prerequisite: NSG 653. Corequisite: NSG 654L. (F)

Course Description Information

NSG 654L PMH Practicum IV 3(0-9)

Synthesizes the advanced practice nurse's role while providing evidence-based patient-centered care for psychiatric-mental health patients across the lifespan. Prerequisite: NSG 653. Corequisite: NSG 654. (S/U grading) (F)

NSG 661 Family I 2(2-0)

Introduces primary care health promotion and disease prevention management for the family across the lifespan. Prerequisite: NSG 610. Corequisite: NSG 641 & NSG 636L. (SS)

NSG 662 Family II 2(2-0)

Explores primary care management for families across the lifespan with common urgent and acute health needs. Prerequisite: NSG 661. Corequisite: NSG 642 & NSG 636L. (F)

NSG 663 Family III 2(2-0)

Explores primary care management for families across the lifespan for common disabilities and chronic health needs. Prerequisite: NSG 662. Corequisite: NSG 643 & NSG 636L. (S)

NSG 664 Family IV 1(1-0)

Explores primary care management for families across the lifespan with complex acute exacerbation of chronic health needs. Prerequisite: NSG 663. Corequisite: NSG 644 & NSG 636L. (SS)

NSG 665 Family V 1(1-0)

Synthesize primary care management for families across the lifespan with urgent and emergent rural health needs. Prerequisite: NSG 664. Corequisite: NSG 645 & NSG 636L. (F)

NSG 676 Theoretical Mental Health Models 2(2-0)

Explores theories and conceptual models which frame psychiatric-mental health interventions. (F,S)

NSG 677 Psychopharmacology 2(2-0)

Applies psychopharmacological concepts in the management of psychiatric-mental health patients across the lifespan. (F,S)

NSG 678 Psychiatric Assessment & Evaluation 2(2-0)

Analyzes techniques of assessment and evaluation utilizing standard diagnostic criteria. (SS)

NSG 679 Psychiatric Differential Diagnosis 2(2-0)

Focuses on diagnostic reasoning and problem solving for the psychiatric-mental health advanced practice nurse. (SS)

NSG 681 MS Psych Mental Health I 2(2-0)

Applies theory and evidenced-based practice to the care of the psychiatric-mental health patient across the lifespan. Prerequisite: NSG 678. (F)

NSG 681L MS PMH Practicum I 4(0-12)

Explores the advanced practice nurse's role in patient-centered care of psychiatric-mental health patients across the lifespan. Corequisite: NSG 681. (S/U grading) (F)

NSG 682 MS Psych Mental Health II 4(4-0)

Analyzes the health care management of the psychiatric-mental health patient across the lifespan utilizing evidence-based guidelines. Prerequisite: NSG 681. Corequisite: NSG 682L (S)

NSG 682L MS PMH Practicum II 4(0-12)

Applies the advanced practice nurse's role to patient-centered care for psychiatric-mental health patients across the lifespan. Prerequisite: NSG 681. Corequisite: NSG 682. (S/U grading) (S)

NSG 683 MS Psych Mental Health III 4(4-0)

Analyzes complex health care management of the psychiatric-mental health patient across the lifespan utilizing evidence-based guidelines. Prerequisite: NSG 682. Corequisite: NSG 683L. (SS)

NSG 683L MS PMH Practicum III 4(0-12)

Synthesizes the advanced practice nurse's role while providing patient-centered care of psychiatric-mental health patients across the lifespan. Prerequisite: NSG 682. Corequisite: NSG 683. (S/U grading) (SS)

NSG 712 Research & Evidence Based Practice 3(3-0)

Expand knowledge to determine the best evidence and quality improvement methods to reduce risk and improve patient outcomes in the advanced nursing practice role. Prerequisite: NSG 505. (S)

NSG 714 Epidemiology 3(3-0)

Examine theoretical and philosophic foundations for illness patterns, injury, and high-risk behaviors in individuals, aggregates, and populations using evidence-based nursing practice to influence health outcomes. Prerequisite: NSG 505. (SS)

NSG 716 Health Care Business & Finance 4(3-3)

Introduces the dynamics of financial theory and strategic management for establishing an advanced nursing practice. (DNP 45 hours clinical required.) (F)

NSG 718 Organizational & Systems Leadership 4(3-3)

Integrates organizational and systems leadership knowledge and skills to influence communication, productivity, health outcomes and practice excellence. (DNP 45 hours clinical required.) (S)

NSG 748 Healthcare: Ethics, Law & Policy 4(3-3)

Evaluate ethical, legal and political concepts in healthcare delivery systems (DNP 45 hours clinical required.) (S)

NSG 801 Doctor of Nursing Practice Seminar 1(1-0)

Formulate a framework for a Doctoral Inquiry project proposal. Prerequisite: NSG 505 and 712 and 716 and 718 and 748 or permission of instructor. (F, SS)

NSG 802 DNP Project Practicum I 3(2-3)

Develop and defend scholarly DNP project proposal DNP clinical hours required. Prerequisite: NSG 801. (S/U grading) (F)

NSG 803 DNP Project Practicum II 3(1-6)

Develops the role of the DNP during clinical immersion while initiating a DNP project implementation in a designated multidisciplinary emphasis area. DNP clinical hours required. Prerequisite: NSG 802. (S/U grading) (S)

NSG 804 DNP Project Practicum III 2(1-3)

Analyze DNP project findings to prepare project defense and maintain clinical immersion. DNP clinical hours required. Prerequisite: NSG 803. (S/U grading) (SS)

NSG 805 DNP Project Practicum IV 3(1-6)

Defend DNP project and disseminates findings. DNP clinical hours required. Prerequisite: NSG 804. (S/U grading) (F)

NSG 806L Final DNP Practicum AGACNP 6(0-18)

Integrate the DNP essentials into the advanced practice nursing role during an adult-gerontology acute care setting. Prerequisite: NSG 805. (S/U grading) (S)

NSG 807L Final DNP Practicum AGACNP/FNP 10(0-30)

Integrate the DNP essentials into the advanced practice nursing role during an adult-gerontology acute care and family setting. Prerequisite: NSG 805. (S/U grading) (S)

NSG 808L Final DNP Practicum PMHNP 6(0-18)

Integrate the DNP essentials into the advanced practice nursing role during a Psychiatric Mental Health clinical setting. Prerequisite: NSG 805. (S/U grading) (S)

NSG 809L MS NSG DNP Project Practicum (1-16 VAR)

Develop, implement, analyze, defend and disseminate findings for a scholarly DNP clinical immersion change project. Develop the DNP role in a multidisciplinary clinical emphasis area. Prerequisite: NSG 801. (S/U grading) (F, S, SS) Repeatable(16)

NSG 810L DNP Project Practicum 1(0-3)

Analyze, defend and disseminate findings for a scholarly DNP clinical immersion change project. Develop the DNP role in a multidisciplinary clinical emphasis area. Prerequisite: NSG 806L, or NSG 807L, or NSG 808L or NSG 809L. (F, S, SS) Repeatable (3)

PHILOSOPHY (PHIL)**UNDERGRADUATE COURSES****PHIL 102 Philosophical Literature 3(3-0)**

Philosophical literature that focuses on such questions as what is the nature of reality, how do we know what we know, and for what kind of life should we strive. (F,S) (Gen Ed: H, GT-AH3)

PHIL 120 Islam and Non-Western Religions 3(3-0)

A study of major world religions including Buddhism, Confucianism, Hinduism, Islam, Jainism, Sikhism, Shinto, Taoism, Zoroastrianism. (*) (Gen Ed: H, GT-AH3) (CC)

PHIL 201 Classics in Ethics 3(3-0)

The logic of objective norms and standards of "good" vs. "bad," "right" vs. "wrong," from major philosophers and classics of literature. Application to contemporary issues. (F,S) (Gen Ed: H, GT-AH3)

PHIL 204 Critical Reasoning 3(3-0)

Survey of the general principles of correct reasoning with emphasis on the role of language in the reasoning process. Major concern with induction and fallacy detection. (F,S) (Gen Ed: H, GT-AH3)

PHIL 205 Deductive Logic 3(3-0)

Study of the principles and methods used to distinguish valid from invalid patterns of deductive reasoning. Especially useful for students in computer- or mathematics related fields. (*) (Gen Ed: H, GT-AH3)

PHIL 280 The Ancients: Person, Polis, Cosmos 3(3-0)

Exploration of the ancient origins of Western philosophy with an emphasis on the Presocratics, the Sophists, Socrates, Plato and Aristotle. (*)

PHIL 291 Special Topics (1-3 VAR)

Students who have an area of special interest are encouraged to contact the department. Special topics and authors of philosophical interest. May be repeated for 12 credits maximum. (*) Repeatable (12)

PHIL 295 Independent Study (1-3 VAR)

Specialized study of select persons, ideas, schools, historical trends or problems in philosophy. May be repeated up to 9 credits. Prerequisite: permission of instructor. (*) Repeatable (9)

PHIL 380 The Moderns: Science, Self, State 3(3-0)

Exploration of intellectual revolutions in 16th – early 19th century Europe as represented in thinkers such as Hobbes, Descartes, Locke, Hume, Rousseau, and Kant. (*)

PHIL 480 Continental Thought 3(3-0)

European thought of the 19th and 20th centuries including existentialism, critical theory, and postmodernism; discussion of thinkers such as Nietzsche, Heidegger, Sartre, Adorno, and Foucault. (*)

PHIL 485 American Pragmatism and its Legacy 3(3-0)

An examination of pragmatism from its roots in transcendentalism and evolutionary thought to its zenith in Peirce, James, and Dewey, and its contemporary legacy. (*)

PHIL 491 Special Topics (1-3 VAR)

Special topics and authors of philosophical interest. May be repeated for 12 credits maximum. More advanced than PHIL 291. Students who have an area of special interest are encouraged to contact the department. (*) Repeatable (12)

PHIL 495 Independent Study (1-3 VAR)

Specialized study of select persons, ideas, schools, historical trends or problems in philosophy. May be repeated up to 9 credits. Prerequisite: permission of instructor. (*) Repeatable (9)

PHYSICS/PHYSICAL SCIENCE (PHYS)

A grade of C or better is required for prerequisite courses.

UNDERGRADUATE COURSES**PHYS 110 Astronomy 3(3-0)**

Solar system, including motions of the planets, eclipses, and satellite exploration; classification and evolution of stars; clusters, nebulae, galaxies and the expanding universe. Pre or corequisite: satisfactory placement score or MATH 098. (F,S,*) (Gen Ed: ST, GT-SC2)

PHYS 110L Astronomy Lab 1(0-2)

Laboratory course to accompany PHYS 110. Pre or corequisite: PHYS 110. (F,S,*) (Gen Ed: ST, GT-SC1)

PHYS 140 Light, Energy, and the Atom 3(3-0)

A non-mathematical approach to light, energy sources, conservation, atoms, nuclei and nuclear radiation. Emphasis on phenomena encountered in everyday life or that affect

Course Description Information

public policy. Pre or corequisite: satisfactory placement score or MATH 098. (F,S,*) (Gen Ed: ST, GT-SC2)

PHYS 140L Light, Energy and the Atom Lab 1(0-2)

Optional laboratory to accompany PHYS 140. Experiments in light, solar energy, atomic and nuclear physics with emphasis on qualitative understanding of observations. Pre or corequisite: PHYS 140. (F,S,*) (Gen Ed: ST, GT-SC1)

PHYS 145 A survey of Global Energy Resources 3(3-0)

Explore the ways we use energy, from whence it comes and the science behind devices that produce it and transform it to its various forms. Prerequisite: MATH 099 or satisfactory placement exam score. (*) (Gen Ed: ST)

PHYS 145L A Survey of Energy Resources Lab 1(0-2)

The lab will reinforce and extend student understanding of energy concepts. Prerequisite: MATH 099 or satisfactory placement exam score. Corequisite: PHYS 145. (*) (Gen Ed: ST)

PHYS 150 (CHEM 150) Elementary Concepts in Phys & Chem 4(3-2)

Hands-on standards-based approach to understanding basic concepts of physics and chemistry. Integrated lecture, lab and discussion periods. Recommended: enrollment in the Teacher Education Program. (S,*)

PHYS 201 Principles of Physics I 3(3-0)

Motion, forces, conservation of energy and momentum, wave motion, sound and heat. For engineering technology, life sciences, and other interested students. Prerequisite: satisfactory math placement score or MATH 121. Pre or corequisite: PHYS 201L. (F,S,*) (Gen Ed: ST, GT-SC2)

PHYS 201L Principles of Physics I Lab 1(0-2)

Pre or corequisite: PHYS 201. (F,S,*) (Gen Ed: ST, GT-SC1)

PHYS 202 Principles of Physics II 3(3-0)

Electrostatics, electromagnetism, light, atomic and nuclear physics. Prerequisite: PHYS 201. Pre or corequisite: PHYS 202L. (F,S,*) (Gen Ed: ST, GT-SC2)

PHYS 202L Principles of Physics II Lab 1(0-2)

Pre or corequisite: PHYS 202. (F,S,*) (Gen Ed: ST, GT-SC1)

PHYS 221 General Physics I 4(4-0)

Newtonian mechanics, including linear and rotational dynamics, momentum, energy, gravitation, fluid mechanics, wave motion and thermodynamics. Uses the calculus and vector notation. For majors in physics, mathematics, geoscience, engineering and chemistry. Prerequisite: MATH 126. Pre or corequisite: PHYS 221L. (F,S,*) (Gen Ed: ST, GT-SC2)

PHYS 221L General Physics I Lab 1(0-2)

Pre or corequisite: PHYS 221. (F,S,*) (Gen Ed: ST, GT-SC1)

PHYS 222 General Physics II 4(4-0)

Electrostatics, electromagnetism, elementary circuits, electrical oscillations, geometrical optics and the wave aspects of light. Prerequisite: PHYS 221. Corequisite: PHYS 221 and 222L. (F,S,*) (Gen Ed: ST, GT-SC2)

PHYS 222L General Physics II Lab 1(0-2)

Corequisite: PHYS 222. (F,S,*) (Gen Ed: ST, GT-SC1)

PHYS 291 Special Topics (1-4 VAR) (*) Repeatable

PHYS 293 Seminar 1(1-0)

The student attends at least 11 Physics Seminar presentations or other approved presentations and then presents a public seminar presentation on some approved physics-related topic. (*) Repeatable

PHYS 301 Analytical and Orbital Mechanics 4(4-0)

Statics and dynamics of particles and rigid bodies. Conservation principles, minimum principles, accelerated coordinate systems, Lagrangian and Hamiltonian methods. Applications to astrodynamics and oscillations applications. Prerequisite: PHYS 221, MATH 325 and MATH 337. (A grade of C or better is required for prerequisite courses.) (F/E)

PHYS 321 Thermodynamics 3(3-0)

Introduction to thermodynamic laws and principles, entropy, kinetic theory and statistical mechanics. Prerequisite: PHYS 221. (F,E)

PHYS 322 Advanced Laboratory- Heat 1(0-2)

Experiments in heat of combustion, heat transfer, thermal electromotive force, viscosity, and specific heat measurements. Pre or corequisite: PHYS 321. (F,E)

PHYS 323 General Physics III 4(4-0)

Introduction to special relativity, kinetic theory, quantization, wave mechanics, atomic structure, nuclear physics and spectroscopy. Prerequisite: PHYS 222/222L and MATH 224. Pre or corequisite: PHYS 323L. (S)

PHYS 323L General Physics III Lab 1(0-2)

Pre or corequisite: PHYS 323. (S)

PHYS 341 Optics 3(3-0)

Geometrical optics, interference, diffraction, polarization of light, optical properties of materials, optical sources including lasers, and holography. Prerequisite: PHYS 222/222L and MATH 325. (F,O)

PHYS 342 Advanced Laboratory-Optics 1(0-2)

Experiments in interference, diffraction, absorption, spectral characteristics and polarization of light. Pre or corequisite: PHYS 341. (F,O)

PHYS 431 Electricity and Magnetism 4(4-0)

Mathematical treatment of electrostatics, currents, magnetism, electromagnetic induction, Maxwell's equations and electrodynamics. Prerequisite: PHYS 222/222L, MATH 325 and 337. (S,E)

PHYS 432 Advanced Laboratory-Electricity and Magnetism 1(0-2)

Experiments in electrostatic constants, magnetic effects, capacitance, thermoelectric effects, magnetic properties, inductance, mutual inductance, and production, propagation and diffraction of microwaves. Pre or corequisite: PHYS 431. (S,E)

PHYS 441 Quantum Mechanics 4(4-0)

Wave packets, operators, the Schrodinger equation, eigenstates, angular momentum, spin, magnetic moments, Heisenberg formulation. Prerequisite: PHYS 323/323L, MATH 325 and 337. (S,O)

PHYS 480 Practicum in Laboratory Instruction 1(0-2)

Participation in laboratory instruction under the guidance of a staff member. Includes instruction on laboratory safety. May

be repeated for a maximum of two credits. (F,S) Repeatable (2)

PHYS 491 Special Topics (1-4 VAR) (*) Repeatable

PHYS 492 Research 1(0-2)

Prerequisite: eight credits in upper-division physics courses. (F,S) Repeatable

PHYS 493 Seminar 1(1-0)

Class members report on recently published work or on their own research in physics or applied physics. May be repeated for a maximum of two credits. Prerequisite: advanced standing with a major or minor in physics. (S,O) Repeatable (2)

PHYS 495 Independent Study (1-2 VAR)

Prerequisite: junior or senior standing; permission of department chair. (*) Repeatable

PHYS 498 Internship (1-6 VAR)

Work experience using the discipline of physics under the direction of the selected organization and a faculty member. Prerequisite: junior or senior standing and permission of the department chair. (S/U grading) (*) Repeatable

PHYS 499 Thesis Research 1(1-0)

Students write a research paper describing their own research. Prerequisite: senior standing in the department. (F,S) Repeatable

PRESIDENT'S LEADERSHIP PROGRAM (PLP)

UNDERGRADUATE COURSES

PLP 160 Principles of Leadership 3(3-0)

Study of leadership theories and principles. The course emphasizes components of leadership, gender, ethnic diversity in leadership styles, organizational forms, and personal capacity for leadership. Prerequisite: acceptance into President's Leadership Program. (F)

PLP 260 Leadership in Service Organizations 3(2-2)

Lecture/experiential course outlining leadership practices through service learning in community settings. Open to PLP students only. Prerequisite: PLP 160 with a grade of C or better, enrollment in PLP. (F)

PLP 360 Applied Leadership 3(3-0)

Leadership in action course applying needs assessments, analysis, strategy development, implementation and evaluation to a team project in private, public or nonprofit sector. PLP required. Prerequisite: PLP 260 with a grade of C or better, enrollment in PLP. (F)

PLP 460 Working with Experienced Leaders 3(1-4)

Lecture/practicum course assigning students to leader mentorship in public, private, or government sector. Leadership issues and challenges in a structured, but applied setting. Prerequisite: PLP 360 with a grade of C or better, enrollment in PLP. (F,S,SS)

PLP 489 Field Placement in Leadership 3(0-3)

A semester-long internship where students take on a supervised leadership role within an organization. Prerequisite: PLP 160, PLP 260, and PLP 360 with grades of C or better. Corequisite: student must be enrolled in President's Leadership Program. (F,S,SS)

PLP 491 Special Topics (1-3 VAR)

Special topics are offered to students in areas where regular course offerings are not available. Prerequisite: junior or senior standing and permission of instructor. (*)

POLITICAL SCIENCE (POLSC)

UNDERGRADUATE COURSES

POLSC 101 American National Politics 3(3-0)

Basic processes in American politics. Principles and structure of national governments. (*) (Gen Ed: SS, GT-SS1)

POLSC 102 State and Local Government and Politics (3-0)

Behavioral aspects, government organization and inter-relationships of state and local politics, relations with federal government and other states. Special attention to Colorado government. (S)

POLSC 106 Minority Politics in America 3(3-0)

An overview of the historical and contemporary struggles for empowerment by groups traditionally excluded from full societal participation because of racial designation. (*)

POLSC 201 International Relations 3(3-0)

Introductory study of world affairs. Topics include: international economics, institutions, war, human rights, and the environment. Designed for students with no background in international relations. (F,S) (Gen Ed: SS, GT-SS1) (CC)

POLSC 202 Comparative Politics 3(3-0)

Studies politics, political systems, and governance in various countries, from the UK and France to Mexico and China. The course emphasizes comparative analysis and understanding. (S) (Gen Ed: SS) (CC)

POLSC 230 War and Film 3(3-0)

Exploration of the relationship between war, film, and political culture. Emphasizes portrayal of war through film and popular interpretation of historical events given this medium. (*)

POLSC 231 Politics and Film 3(3-0)

Exploration of the relationship between politics, film, and political culture. Emphasizes portrayal of politics through film and popular interpretation of historical events given this medium. (*)

POLSC 250 Research Methods in Political Science 3(3-0)

Introduction to the basic methods and tools of research in political science, including the scientific method, research design, data collection and qualitative and quantitative analysis. (F)

POLSC 270 Introduction to Homeland Security 3(3-0)

An overview of homeland security, key threats, challenges and potential responses. (F)

Course Description Information

POLSC 271 Terrorism 3(3-0)

An examination of extremist groups and private violence in the context of monitoring, prevention, and responses. (S)

POLSC 272 Critical Incident Management 3(3-0)

The policies and practices of local first responders, inter-agency relationships, political violence and unconventional weapons. (F)

POLSC 291 Special Topics (1-3 VAR)

Study of political events. Prerequisite: permission of instructor. (*) Repeatable

POLSC 300 Political Parties and Elections 3(3-0)

Examines the organization and function of political parties and the roles of political parties, pressure groups, and public opinion in American elections. (F)

POLSC 305 International Conflict 3(3-0)

Introductory study of arguments related to the outbreak of violent international warfare. Emphasis on coercive bargaining, diplomacy, arms races, and contentious issues. Prerequisite: POLSC 201 or permission of instructor. (S)

POLSC 306 Peace Studies 3(3-0)

Introductory study of arguments related to violent conflict prevention, mitigation, and resolution. Emphasis on international law, peacekeeping, peace building, ethics, and non-violent organization. Prerequisite: POLSC 201 or permission of instructor. (F)

POLSC 321 American Constitutional Development 3(3-0)

Political context of the origin of the U.S. Constitution, Supreme Court procedures, court decisions defining uses and scope of the powers of the court, the Congress and the presidency. Prerequisite: POLSC 101 or permission of instructor. (F)

POLSC 322 American Constitutional Law 3(3-0)

Survey of American constitutional law; emphasis on Supreme Court decisions defining the extent and limits and of governmental authority and the rights and liberties of individual citizens. Prerequisite: POLSC 321 or permission of instructor. (S)

POLSC 323 Criminal Law and Procedure 3(3-0)

Content and characteristics of criminal law and procedures. Roles and functions of persons and agencies involved in judicial administration. Prerequisite: POLSC 101 or permission of instructor. (F)

POLSC 324 Family Law 3(3-0)

Survey of legal issues concerning domestic relations; Supreme Court decisions and legislative enactments. Prerequisite: POLSC 101 or permission of instructor. (S)

POLSC 330 Introduction to Public Administration 3(3-0)

Role of public bureaucracy in modern society. Principles and processes of public administration, personnel management and administrative responsibility. Prerequisite: POLSC 101 or permission of instructor. (*)

POLSC 340 Public Policy 3(3-0)

Introduces the process of formulation, implementation, and evaluation of public policy. Examines program development and execution in the context of political, economic, and institutional environments. Prerequisite: POLSC 101 or permission of instructor. (*)

POLSC 370 Western Political Thought 3(3-0)

Systematic survey of political thought from beginnings in Ancient Near East to present. Emphasis on contributions relevant to contemporary political theory. Prerequisite: POLSC 101 or permission of instructor. (S)

POLSC 373 Intelligence and National Security 3(3-0)

Examines inter-agency relations as well as practical and political elements of domestic intelligence gathering. (F)

POLSC 374 Homeland Security and the Law 3(3-0)

Explores the legal and constitutional aspects of homeland security and homeland defense. (S)

POLSC 375 Threat and Strategic Planning 3(3-0)

Topics include the development of threat assessment and planning, public-private sector resource partnering and crisis communication. (S)

POLSC 376 Cyber Defense 3(3-0)

Study of Issues and policies related to war, terrorism, espionage, and surveillance in the cyber environment. Additional emphasis on identification and prevention of emerging threats. (*)

POLSC 395 Independent Study (1-3 VAR)

Independent study involving specialized reading and research. Prerequisite: permission of instructor. (*) Repeatable (6)

POLSC 405 The American Presidency 3(3-0)

Analysis of the powers and politics of the American presidency and those who have held the office. Presidential decision making, legislative and judicial relationships, elections. Prerequisite: POLSC 101 or permission of instructor. (S)

POLSC 411 The U.S. Congress 3(3-0)

Study of the U.S. Congress structure, law-making, politics and reforms. Prerequisite: POLSC 101 or permission of instructor. (F)

POLSC 440 Ethnic Conflict 3(3-0)

Ethno-nationalist conflict characterizes many of the world's most intractable and violent conflicts. This course studies ethno-nationalist conflict and identity formation in countries around the world. (*)

POLSC 445 Economic Development 3(3-0)

What explains global economic inequality? How can it be reduced? The course studies the political economy of development in various countries, from poor to rich. (*)

POLSC 450 Democracy and Dictatorship 3(3-0)

How do dictators and one-party regimes stay in power? Why do some democracies fail? This course studies comparative dictatorship, comparative democracy, and regime change. (*)

POLSC 455 States, Citizens and Human Rights 3(3-0)

Some states respect human rights; others violate them. This course studies the politics of human rights and state-citizen relationships in countries around the world. (*)

POLSC 460 U.S. Foreign and Security Policy 3(3-0)

Investigate ongoing contemporary issues, and explore arguments related to strategic policy, political leadership, military development and application, and policy evolution. (F)

POLSC 473 American Political Thought 3(3-0)
Development of American segment of modern political thought from colonial times to present. Interrelationship of individuals, ideas and institutions shaping modern American political responses. (*)

POLSC 480 Practicum in Politics and Public Service (1-6 VAR)
For advanced students. Practical experience as interns in governmental agencies, political parties or legal offices. Prerequisite: departmental permission. (S/U Grading) (*) Repeatable (12)

POLSC 491 Special Topics (1-3 VAR)
Independent study involving seminars and research. Prerequisite: junior or senior status with adequate preparation and approval of instructor. (*) Repeatable

POLSC 492 Research (1-3 VAR)
Original research with a faculty member resulting in a thesis. (*) Repeatable (6)

POLSC 493 Seminar (1-3 VAR)
Application of research methods and materials. Emphasis on in-depth study of specific political topics. Involves writing and discussion of research papers at advanced level. Prerequisite: POLSC 250 and 370 or permission of instructor. (S)

PSYCHOLOGY (PSYCH)

A grade of C or better is required for prerequisite courses.

UNDERGRADUATE COURSES

PSYCH 100 General Psychology 3(3-0)
Overview of the field of psychology including learning, perception, motivation, emotion, heredity, personality, development, abnormal and psycho-therapy. (F,S,SS) (Gen Ed: SS, GT-SS3)

PSYCH 103 Introductory Psychology for Majors 3(3-0)
Explore psychology as a career in addition to an introduction to the basic skills required for conducting psychological research including APA writing style, journal article analysis, and basic statistics. (F,S,SS/E)

PSYCH 105 (POLSC, SOC, WS 105) Understanding Human Diversity 3(3-0)
Americans live in a complex and diverse society. This course examines the nature, impact and strategies for dealing with diversity in personal and social contexts. (*)

PSYCH 151 Human Development 3(3-0)
Survey of human development through life span. A multi-disciplinary approach to the study of both change and stability in physical, cognitive, social and personality development. Review of relevant developmental theory and research. (F,S,SS) (Gen Ed: SS, GT-SS3)

PSYCH 205 Introduction to Sport Psychology 3(3-0)
An introduction to psychological theories and constructs affecting performance, coaching & development in sports and athletics. (F)

PSYCH 207 Quantitative Research Methods I 3(3-0)
Introduction to research development and use of quantitative methods. Prerequisite: PSYCH 100, PSYCH 103, Gen Ed Math. Corequisite: PSYCH 207L. (F,S)

PSYCH 207L Quantitative Research Methods Lab I 1(0-1)
Introduction to methods of psychological experimentation. Prerequisite: PSYCH 100, PSYCH 103, Gen Ed Math. Corequisite: PSYCH 207. (F,S)

PSYCH 209 Quantitative Research Methods II 3(3-0)
Continuation of PSYCH 207. Focus on research development and quantitative methods. Prerequisite: PSYCH 100, PSYCH 103, PSYCH 207, PSYCH 207L and Gen Ed Math. Corequisite: PSYCH 209L. (F,S)

PSYCH 209L Quantitative Research Methods Lab II 1(0-1)
Continuation of Quantitative Research Methods Lab I. Prerequisite: PSYCH 100, PSYCH 103, Gen Ed Math, PSYCH 207, PSYCH 207L. Corequisite: PSYCH 209. (F,S)

PSYCH 211 (WS 211) Women and Society 3(3-0)
Statistical overview of the current status of women, followed by examination of theories concerning equality of the sexes. Prerequisite: PSYCH 100. (F)

PSYCH 212 (WS 212) Psychology of Diversity 3(3-0)
To raise awareness of social inequities, promote cultural competency & appreciation of differences. (*)

PSYCH 220 Drugs and Behavior 3(3-0)
Principles of drug action with attention to beneficial and harmful uses of drugs. (F,S)

PSYCH 222 Understanding Animal Behavior 3(3-0)
Basic comparative and ethological perspectives regarding animal behavior. Scientific techniques for observation of animal behavior may be demonstrated at the Pueblo Zoo. (F,S) (Gen Ed: SS, GT-SS3)

PSYCH 231 (SOC, WS 231) Marriage and Family Relationships 3(3-0)
Marriage and family from an institutional and relationship perspective: cross-cultural diversity, mate selection, marital dynamics, parenting, divorce, remarriage, emerging patterns. (F,S) (Gen Ed: SS)

PSYCH 241 Human Sexuality 3(3-0)
Psychological and biological aspects of human sexual behavior. Prerequisite: PSYCH 100 and sophomore standing. (*)

PSYCH 251 Childhood and Adolescence 3(3-0)
Physical, social, cognitive, and emotional growth of the individual from childhood through adolescence. Topics include intelligence, social development, self development, moral development, family relations. Prerequisite: PSYCH 100. (F,S) (Gen Ed: SS)

PSYCH 291 Special Topics (1-4 VAR)
Prerequisite: Instructor permission. Repeatable (6)

PSYCH 311 Theories of Personality 3(3-0)
Major theories of personality and the methods of personality investigation. Prerequisite: PSYCH 100. (F,S)

Course Description Information

PSYCH 315 Industrial/Organizational Psychology 3(3-0)

Application of the principles of psychology to the workplace, including personnel selection, motivation, group processes, leadership, job analysis, and organization. Prerequisite: PSYCH 100. (*)

PSYCH 331 Physiological Psychology 3(3-0)

Structure and function of the brain, nervous and endocrine systems; biological basis of sensation, perception, sleep and arousal, motivation, learning and memory, and drug action. Prerequisite: PSYCH 100. Corequisite: PSYCH 331L. (S)

PSYCH 331L Physiological Psychology Lab 1(0-2)

Prerequisite: PSYCH 100. Corequisite: PSYCH 331. (S)

PSYCH 334 Perception 3(3-0)

The senses and how they cooperate with the brain to provide awareness and knowledge of the world about us. Empirical findings and theoretical analysis of the processes of seeing, hearing, tasting, smelling and touching. Role of learning in normal and illusory perception is considered. Prerequisite: PSYCH 100. Corequisite: PSYCH 334L. (*)

PSYCH 334L Perception Lab 1(0-2)

Prerequisite: PSYCH 100. Corequisite: PSYCH 334. (*)

PSYCH 336 Learning and Motivation 3(3-0)

Principles of learning and memory. Empirical findings and theoretical analyses of topics including conditioning, reinforcement and punishment. Research and application. Prerequisite: PSYCH 100 or permission of instructor. (*)

PSYCH 337 Memory and Cognition 3(3-0)

Theory and research on current topics in cognition, including attention, concept formation, imagery, memory, decision making, language acquisition, problem solving and text comprehension. Prerequisite: PSYCH 100. (F)

PSYCH 342 Educational Psychology 3(3-0)

The contribution of psychology theory, research and methods to our understanding of teaching and learning. Prerequisite: PSYCH 100 or 151. (*)

PSYCH 351 Psychology of the Exceptional Individual 3(3-0)

Survey of characteristics of those individuals considered significantly above or below the norm of the population. Emphasis on behavioral identification and modification of the home, school and social environment. Prerequisite: PSYCH 100. (*)

PSYCH 352 (SOC 352) Social Psychology 3(3-0)

General and applied psychological principles of the individual's interaction with a group. Prerequisite: PSYCH 100. (*)

PSYCH 362 Abnormal Psychology 3(3-0)

Etiology, diagnosis and therapy of maladaptive or abnormal behaviors and mental functioning. Prerequisite: PSYCH 100. (F,S)

PSYCH 401 History and Systems of Psychology 3(3-0)

The historical development of modern psychology from its roots in classical philosophy and the social, cultural, and political context within which psychological theory emerged. Prerequisite: PSYCH 100, 209, and 209L. (F,S)

PSYCH 403 Emotional Intelligence 3(3-0)

This course examines scientific research from the fields of Affective Neuroscience, Personality and Positive Psychology regarding emotional intelligence, specifically: emotional awareness, expressivity, motivation and regulation. Prerequisite: PSYCH 100. (*)

PSYCH 405 Positive Psychology 3(3-0)

This course examines the latest scientific research constituting positive psychology. Topics include: Well-Being, Gratitude, Empathy, Forgiveness, Hope, Resilience, and Humor. Prerequisite: PSYCH 100. (*)

PSYCH 463 Psychopathology of Childhood 3(3-0)

A survey of the unique conceptual models of etiology, assessment and therapy appropriate to the study of the psychological disorders of childhood. Prerequisite: PSYCH 100 and 362. (*)

PSYCH 464 Systems of Counseling and Psycho-therapy 3(3-0)

Traditional and contemporary theories of counseling and psychotherapy through use of case studies and other selected materials. Prerequisite: PSYCH 100, 311, and 362. Corequisite: PSYCH 464L or permission of instructor. (F)

PSYCH 464L Systems of Counseling and Psycho-therapy Lab 1(0-2)

Prerequisite: PSYCH 100, 311, and 362. Corequisite: PSYCH 464. (F)

PSYCH 465 Behavior Modification 3(3-0)

Advanced methods and techniques of behavior modification as practiced in various agencies and institutions. Prerequisite: PSYCH 100 and junior or senior standing. (*)

PSYCH 471 Clinical Psychology 3(3-0)

Survey of clinical psychology as a profession. Training requirements, opportunities, future directions, current research and ethical problems. Prerequisite: PSYCH 100, 362, and junior or senior standing. (F)

PSYCH 475 Group Process 3(3-0)

Study and practice of basic group theory and approaches as they are applied in mental health. Basic group therapeutic techniques and procedures will be demonstrated in an experiential setting. Prerequisite: PSYCH 100, 311, 362, 464, 464L, and junior or senior standing. (S)

PSYCH 491 Special Topics (1-3 VAR)

Prerequisite: permission of instructor. (*) Repeatable

PSYCH 492 Research (1-3 VAR)

Faculty directed research project for undergraduate student. May be repeated for a maximum of 3 total credits. Prerequisite: junior or senior standing or permission of instructor. (F,S,SS) Repeatable (3)

PSYCH 494 Field Experience (1-12 VAR)

In-depth, on-the-job experience in psychology, individually designed. Ability to use psychological tests and counseling techniques recommended. Prerequisite: PSYCH 100, 311, 362, 464, 464L, junior or senior standing, and permission of instructor. (F,S,SS) Repeatable (12)

PSYCH 495 Independent Study (1-3 VAR)

Prerequisite: PSYCH 100 and junior or senior standing. (F,S,SS) Repeatable (3)

READING (RDG)

A grade of C or better is required for prerequisite courses.

UNDERGRADUATE COURSES

RDG 099 Development Reading Skills 3(3-0)

Students will apply strategies for improving comprehension, developing vocabulary, and increasing rate for reading college textbooks. (S/U grading) (F,S)

RDG 310 Current Approaches to Reading and Writing Instruction 3(3-0)

Various approaches to teaching reading and writing including research findings and classroom application of the reading and writing process. Prerequisite: RDG 410 or 435. (F)

RDG 360 Practicum (1-3 VAR)

Work with small groups and individual pupils in the public school preparing materials and lessons under the supervision of a reading teacher. Applies to both elementary and secondary schools depending upon the instructor's assignment. Prerequisite: RDG 410 or 435. (F,S)

RDG 410 Teaching Reading 3(3-0)

Includes reading instruction, emphasizing methods and assessment strategies to meet K-6 Colorado content standards; 30 hours of field experience. Prerequisite: admission to Education. (F,S)

RDG 411 Teaching Elementary Language Arts 2(2-0)

Focuses on language arts instruction for K-6 students; 30 hrs. field work required. Prerequisite: admission to Education. (F,S)

RDG 431 Developing Creative Centers 1(1-0)

Involves planning, developing and implementing the use of learning centers in the classroom. Prerequisite: RDG 410 or 435. (SS)

RDG 435 Content Area Literacy 4(3-2)

Focuses on skills and strategies to improve comprehension of textual material as well as writing in various content areas; 60 hours of field experience. Prerequisite: admission to Education. (F,S)

RDG 436 New Directions in Reading Comprehension 2(2-0)

Exploration of and simulations of research-based strategies to increase students' comprehension of reading in elementary and secondary classes. Prerequisite: RDG 410 or 435. (F,SS)

RDG 437 Newspapers as a Teaching Resource 1(1-0)

Strategies and procedures for using the newspaper as a supplementary resource in content area classrooms at all grade levels (K-12). (SS)

RDG 442 Reading Across Cultures 2(2-0)

Techniques of adapting reading instruction for the linguistically and culturally different child. Problems of many minority groups are analyzed. Prerequisite: RDG 410 or 435. (S)

RDG 450 Diagnosis and Remediation of Reading Problems 3(2-3)

Diagnostic and evaluation procedures used in detecting and remediating problems and individualized instruction.

Appropriate for elementary and secondary teachers. Field experience required. admission to teacher program required. Prerequisite: RDG 410 or RDG 435. (F,S)

RDG 491 Special Topics (1-2 VAR) (*)

RDG 495 Independent Study (1-2 VAR)

Individual projects and problem-solving experiences designed to meet students' special needs. With instructor's permission, certain program requirements may be completed through independent study. (*)

GRADUATE COURSES

RDG 510 Foundations of Reading Instruction 3(3-0)

Basic course for other graduate reading courses, including reading skills, sequence, materials, psychology of reading and relationship to other language arts. Prerequisite: admission to Teacher Education, Teacher in Residence Program, or M.Ed. Program. (*)

RDG 511 Teaching Elementary Language Arts 2(2-0)

Focuses on language arts instruction for K-6 students; 30 hrs. field work required. Prerequisite: admission to Teacher Education, Teacher in Residence Program, or M.Ed. Program. (F,S)

RDG 531 Developing Creative Centers 1(1-0)

Students will investigate various types of learning centers and means of successful implementation in the classroom. Development of materials, lesson plans and record-keeping systems which will result in a complete reading center. Investigation into research on effectiveness of learning centers. Prerequisite: graduate standing. (SS)

RDG 535 Content Area Literacy 3(3-0)

Focuses on skills and strategies to improve comprehension of textual material as well as writing in various content areas. Prerequisite: admission to Teacher Education, Teacher in Residence Program, or M.Ed. Program. (*)

RDG 536 New Directions in Reading Comprehension 2(2-0)

Current research-based theory and practical classroom strategies and procedures for increasing comprehension of reading in elementary and secondary content area. Emphasis on open-ended, higher-order thinking skills. Prerequisite: graduate standing. (*)

RDG 537 Newspapers as a Teaching Resource 1(1-0)

Strategies and procedures for using the newspaper as a supplementary resource in content area classrooms at all grade levels (K-12). Prerequisite: graduate standing. (SS)

RDG 542 Reading Across Cultures 2(2-0)

Techniques of adapting reading instruction for the linguistically and culturally different child. Prerequisite: graduate standing. (*)

RDG 550 Diagnosis and Remediation of Reading Problems 3(2-3)

Formal and informal diagnostic procedures for the classroom teacher including standardized testing, informal inventories, close, criterion-referenced testing and Reading Miscue Inventory. Prescriptions based on diagnosis; remediation strategies applied by students. Prerequisite: admission to Teacher Education, Teacher in Residence Program, or M.Ed.

Course Description Information

Program and one of the following RDG courses: 410, 510, 435, 535. (*)

RDG 552 Psycholinguistic Views of Reading: Process to Practice 2(1-3)

Introduction to psycholinguistic perspectives through analysis of oral reading errors. Reading Miscue Manual as an instrument for investigating reader's strengths and weaknesses. Strategies for remediating poor quality miscues. Prerequisite: admission to Teacher Education, Teacher in Residence Program, or M.Ed. Program and one of the following RDG courses: 410, 510, 435, 535. (*)

RDG 560 Practicum 2(0-6)

Work with small groups and individual pupils in the public school preparing materials and lessons under the supervision of a reading teacher. Applied to both elementary and secondary schools depending on the instructor's assignment. Prerequisite: RDG 410 or 435, and graduate standing. (*)

RDG 591 Special Topics (1-2 VAR)

Prerequisite: graduate standing. (*)

RDG 595 Independent Study 1(0-2)

Prerequisite: graduate standing. (*)

RECREATION (REC)

UNDERGRADUATE COURSES

REC 100L Wilderness Technical Skills 1(0-2)

Introduction to wilderness skills paramount for outdoor leadership competence. Students will learn and demonstrate technical skills. (F)

REC 102 Mountain Orientation 2(1-2)

An intensive one-week field experience in the Colorado mountains. Clothing and equipment selection, nutrition and rations planning, back country conservation and sanitation, navigation, and trail techniques. (*)

REC 103 Winter Orientation 2(1-2)

An intensive one-week ski tour experience in the Colorado mountains. Group dynamics, leadership, and expedition behavior. Travels hut to hut with some winter camping. (*)

REC 104 Desert Orientation 2(1-2)

An intensive one-week desert camping and backpacking experience, accompanied by nine lectures in preparation for the trip. Natural and cultural history, desert conservation, group dynamics. (*)

REC 105 Canyon Orientation 2(1-2)

Students will develop proficiency in canyon travel, group camping, and will explore the geology, geography, and ecology of the canyon country. (*)

REC 112L Rock Climbing 1(0-2)

An introduction to the basic understanding of rock climbing, equipment, Leave No Trace environmental ethics and rock climbing as an outdoor recreational activity. (S)

REC 113L Whitewater Boating 1(0-2)

Introduction class in which the following skills are taught: basic strokes, Eskimo rolling, how to read water, and clothing requirements. The class will include lecture, pool and river trip sessions. (*)

REC 114L Basic Mountaineering Techniques 1(0-2)

Students will learn necessary information and techniques including clothing, equipment, physical conditioning, stewardship, access, knot tying, and will participate in an incline climb. Prerequisite: REC 100L. (F)

REC 116L Camping 1(0-2)

A basic camping class designed to teach the fundamentals of self-sufficient tent camping. Emphasizes clothing, equipment selection, nutrition, and Leave No Trace guidelines. (*)

REC 117L Backpacking 1(0-2)

An introduction course to instruct the basics of traveling in the backcountry with everything one needs in their backpack. Clothing, equipment, orienteering, first aid, route and campsite selection will be emphasized during the trips that are required for this class. (F)

REC 118L Fly Fishing 1(0-2)

An introduction to the basic concepts of fly-fishing. This course includes classroom sessions and field experiences that promote the development and application of practical skills. (*)

REC 120L Introduction to Search and Rescue 1(0-2)

This course is an introduction to Search and Rescue. Topics include; Incident command systems, search philosophy, strategy, tactics, lost person behavior, equipment, travel and navigation. (*)

REC 240 Recreation Program Design 3(3-0)

Rationale supporting and methods of conducting recreation programs in a wide variety of public, private, voluntary and commercial recreation agencies. (F)

REC 249 Challenge Course Leadership 2(2-0)

This course is designed to teach knowledge, skills, and methods necessary to facilitate challenge course programs in a variety of settings for specific client groups. (F,S)

REC 250 Commercial Recreation and Tourism 3(3-0)

Designing for-profit recreation programs and facilities that are linked to tourism. Practical approach to programming in a commercial setting. (F)

REC 270 Outdoor Leadership I 2(1-2)

An introduction to the concepts of outdoor leadership including a field experience focused on the application of theoretical and practical concepts. Additional costs apply. Pre or corequisite: REC 100L. (F)

REC 280 Foundations of Therapeutic Recreation 3(3-0)

Prescribed recreational activities as clinical treatment modality for impaired clients. Services for developmentally delayed, law offenders, psychologically impaired, sensory impaired, physically disabled, disadvantaged or aging. (F)

REC 291 Special Topics (1-5 VAR)

Undergraduate level of study designed to increase understanding in areas not covered by the department. (*) Repeatable

REC 322 Wilderness First Aid 2(2-0)

Course teaches theory, knowledge, and skills needed for basic medical treatment and evacuation in the wilderness. Involves 3 days of medical training, scenarios and testing. (S/U grading) (F)

REC 350 Leadership and Ethics 3(3-0)

Addresses leadership techniques and styles, leadership theory, group dynamics, and ethical considerations in recreation. Prerequisite: EXHP 101, junior or senior level standing or permission of instructor. (S)

REC 360 Outdoor Education 3(3-0)

Concepts and methods of outdoor education and interpretation. Students learn to teach outdoor living skills and natural history using experiential methods in an outdoor setting. Prerequisite: EXHP 101, junior or senior level standing or permission of instructor. (F)

REC 370 Outdoor Leadership II 2(1-2)

A practical application of the concepts and theory introduced in REC 270. Students will be required to plan and lead REC 104. Prerequisite: REC 104, REC 240, and REC 270 with grades of C or better. (S)

REC 375 Research and Evaluation of Recreation 3(3-0)

Provides an overview of research designs and methodologies using recreation participation data, for needs assessment and program evaluation. Prerequisite: MATH 109 equivalent or higher (with a grade of C or better), and EXHP 101 or permission of instructor. (F)

REC 381 Environmental Interpretation 3(3-0)

History, philosophy, and techniques of interpreting our natural and cultural heritage to visitors in natural resource-based parks. Addresses public, private, and non-profit agencies. (*)

REC 388 Outdoor Leadership Practicum (1-3 VAR)

Involves selected practical experiential opportunities in outdoor leadership. Minimum of 50 contact hours per credit hour. Prerequisite: REC 270, REC 370. (F,S,SS) Repeatable (3)

REC 389 Community/Commercial Rec Practicum 3(0-3)

Minimum of 150 hours of practical experience in a selected recreation agency. Prerequisite: REC 280 and REC 360. (F,S,SS)

REC 483 Sustainable Practices 3(3-0)

Sustainable, long-term strategies for ecological survival and environmental stabilization, discussed from the perspectives of ethics, economics and political processes. Includes community research and service projects. Prerequisite: BIOL 121/121L. (*)

REC 484 Outdoor Resources and Management 2(2 -0)

Examination of the outdoor recreation experience, the organization of resource-based recreation management and key outdoor recreation policy issues. Prerequisite: EXHP 101, junior or senior standing or permission of instructor. (S)

REC 485 Recreation Facility Design/Management 3(3-0)

Presentation of basic elements of design and management of recreational facilities, taking into account the interaction between natural resources and man-made structures. Prerequisite: EXHP 101, junior or senior level standing or permission of instructor. (*)

REC 489 Internship in Therapeutic Rec 12(0-36)

Supervised experience with approved professionals in select therapeutic recreation settings. Assumes the normal responsibilities as an entry-level professional in therapeutic recreation. Prerequisite: senior standing, completion of all

degree requirements, 2.5 GPA in major, and internship coordinator approval. (F,S,SS)

REC 491 Special Topics (1-5 VAR) (*) Repeatable**REC 493 Seminar 2(2-0)**

Advanced in-depth examinations of contemporary issues in leisure/recreation. Includes student-led discussions, in-depth term projects and comprehensive examinations. Interview and resumé preparation are emphasized. Prerequisite: REC 388 or REC 389. (S)

REC 494 Field Experience (1-4 VAR)

Learning experience to be conducted in an actual recreation environment facilitated by an on-site supervisor and an EXHPR supervisor. Prerequisite: approval of the field experience coordinator. (S/U grading) (*) Repeatable

REC 495 Independent Study (1-5 VAR) (*) Repeatable**REC 498 Internship (1-12 VAR)**

Supervised experience with approved professionals in select recreation settings. Prerequisite: senior standing, completion of all other degree requirements, 2.50 GPA in the major, and internship coordinator approval. (F,S,SS)

GRADUATE COURSES**REC 550 Leadership and Ethics 3(3-0)**

Advanced study of leadership techniques and styles, leadership theory, group dynamics, and ethical considerations in recreation. Prerequisite: graduate standing or permission of instructor. (S)

REC 560 Outdoor Education 3(3-0)

Advanced study of the concepts and methods of outdoor education and ethics. Students will assess outdoor living skills and ecological concepts using experiential methods. Prerequisite: graduate standing or instructor permission. (F)

REC 569 Outdoor Leadership I 2(1-2)

Concepts of outdoor leadership including field experience focused on the application of theoretical and practical ideas and research. (F)

REC 570 Outdoor Leadership II 2(1-2)

Advanced practicum in outdoor leadership. Includes responsibilities in trip planning, management, evaluation, group facilitation and processing, and natural resource agency relations. Prerequisite: REC 569 with a grade of C or better and graduate standing or permission from the instructor. (S)

REC 584 Outdoor Resources and Management 3(3-0)

Advanced study of the outdoor recreation experience, the organization of resource-based recreation management and key outdoor recreation policy issues. Prerequisite: graduate standing or permission of instructor. (S)

REC 591 Special Topics (1-5 VAR)

Graduate level of study designed to increase understanding in areas not covered by the department. (*) Repeatable

REC 594 Field Experience (1-6 VAR)

Graduate level field experience project completed in coordination with a faculty member. Prerequisite: faculty permission. (F,S,SS) Repeatable (6)

Course Description Information

REC 595 Independent Study (1-6 VAR)

Graduate level independent study completed in coordination with a faculty member. Prerequisite: faculty permission. (F,S,SS) Repeatable

SCIENCE (SCI)

GRADUATE COURSE

SCI 500 Workshop (1-4 VAR)

Science workshops designed specifically for professional development of science teachers. Workshops are subtitled and no subtitle may be repeated for credit (not for MSANS credit). Prerequisite: graduate standing or permission of instructor. (*) Repeatable

SOCIOLOGY (SOC)

UNDERGRADUATE COURSES

SOC 101 Introduction to Sociology 3(3-0)

The scientific study of patterns and processes of human social relations. (*) (Gen Ed: SS, GT-SS3)

SOC 105 (ANTHR, PSYCH, WS 105) Understanding Human Diversity 3(3-0)

Americans live in a complex and diverse society. This course examines the nature, impact and strategies for dealing with diversity in personal and social contexts. (*)

SOC 201 Social Problems 3(3-0)

Sociological perspectives applied to an understanding of global and domestic social problem, including the environment, corporate control, economic and political inequalities, health care, and crime. (*) (Gen Ed: SS, GT-SS1)

SOC 203 (CRIM 203) The Criminal Justice System 3(3-0)

This course examines origin, nature, and utilization of criminal law; policing, court adjudication and sentencing; jails and prisons; community based corrections; criminal justice policy. (*)

SOC 205 (CRIM 205) Research Methods 3(3-0)

Introduces methods of research and investigation in sociology, criminology, and the social sciences. Prerequisite: SOC 101 or CRIM 101. (F, S)

SOC 231 (PSYCH, WS 231) Marriage and Family Relationships 3(3-0)

Marriage and family from an institutional and relationship perspective; cross-cultural diversity, mate selection, marital dynamics, parenting, divorce, remarriage, emerging patterns. (*) (Gen Ed: SS)

SOC 248 Environmental Sociology 3(3-0)

We will use our sociological imaginations to explore the often puzzling relationships that humans all over the globe have developed with their environment. (*)

SOC 261 (CRIM 261) Cannabis and Society 3(3-0)

The purpose of this course is to explore the complicated relationship between cannabis and society. The past, present and future of cannabis will be discussed. Examination of how cannabis has sparked various social changes. (*)

SOC 291 Special Topics (1-3 VAR) (*) Repeatable

SOC 302 Collective Behavior and Social Movements 3(3-0)

An analysis of elementary forms of spontaneous and unstructured behavior (panics, rumors), and complex forms of more structured group phenomena (riots, social movements.) Prerequisite: SOC 101. (S)

SOC 303 (CRIM 303) Crime and Deviance 3(3-0)The nature and causes of crime as well as of behavior defined as socially deviant, including violent, corporate, political crimes; sexual, cultural, political deviance. Prerequisite: SOC 101 or SOC 203 or CRIM 101 or CRIM 203. (*)

SOC 304 (CRIM 304) Race and Crime 3(3-0)

Explores historical and contemporary intersecting issues of race and crime in the United States. Theoretical grounding and factual information provide the foundation for the course. Prerequisite: SOC 101, SOC 155, or CRIM 101. (*)

SOC 305 (WS 305, CRIM 305) Women and Crime 3(3-0)

Explores historical and contemporary intersecting issues of sex, gender, and crime in the United States, focusing on girls' and women's experiences as crime victims, offenders, and workers in the criminal justice system. Prerequisite: ANTHR 100 or CRIM 101 or SOC 101 or WS 100. (*)

SOC 306 (CRIM 306) Delinquency and Juvenile Justice 3(3-0)

Theory and history of delinquency; relationship to family, peer groups, schools, gangs, drugs, young offenders legislation, juvenile courts and police response, youth corrections. (*)

SOC 308 Popular Culture 3(3-0)

Advertising, television, music, novels, and the news are among the topics to be investigated for their social significance. (*)

SOC 310 Social and Cultural Theory 3(3-0)

Examine from classical to contemporary theory in sociology and anthropology. Prerequisite: SOC 101 or ANTHR 100. (*)

SOC 314 (ANTHR 314) Religion, Culture, and Society 3(3-0)

Cross-cultural concepts and practices of the supernatural are studied. A holistic analysis to the role of religion in cultures and society. Prerequisites: ANTHR 100 or SOC 101. (*)

SOC 315 (ANTHR 315) Health, Culture and Society 3(3-0)

Cross-cultural concepts and approaches to health are studied. A holistic analysis of medicine as a cultural system as opposed to a biological one. Prerequisites: ANTHR 100 or SOC 101. (*)

SOC 316 (ANTHR 316) Age, Culture and Society 3(3-0)

Cross-cultural concepts and approaches to age are studied. A holistic analysis of the life course focusing on societal and cultural perceptions. Prerequisites: ANTHR 100 or SOC 101. (*)

SOC 321 (ANTHR 321, CRIM 321) Cross-Cultural Perspective on Crime 3(3-0)

An examination of crime in non-western societies with a comparison to crime and punishment in modern American society. Prerequisite: ANTHR 100 OR SOC 101 OR CRIM 101. (*)

SOC 324 Race and Ethnic Relation 3(3-0)

Social, political and historical conditions under which segregation, racial/ethnic hierarchies and r/e conflict emerge, and the institutions through which boundaries and hierarchies are produced and reproduced in the U.S. (*)

SOC 325 (WS 325) Gender And Society 3(3-0)

Analysis of how gender as a social construct influences institutions, interaction & lived experience in a diverse society. The intersection of race, ethnicity, class & sexualities is viewed through the lens of gender & culture. Prerequisite: SOC 101 or WS 100. (*)

SOC 326 Social Stratification 3(3-0)

Inquire into inequalities of wealth, power, and the consequence for individuals and society. Prerequisite: SOC 101 or SOC 201. (*)

SOC 352 (PSYCH 352) Social Psychology 3(3-0)

General and applied psychological principles of the individual's interaction with a group. Prerequisite: PSYCH 100 or SOC 101. (*)

SOC 354 (CRIM 354) Urban Sociology 3(3-0)

A sociocultural analysis of the evolution of urban spaces and urban life, with special focus on inequalities impacting homelessness, crime, immigration, chronic unemployment and mental illness. (*)

SOC 355 Political Sociology 3(3-0)

Analysis of the major sociological variables associated with political decision making and other political processes. (*)

SOC 357 (ANTHR 357, CRIM 357) Immigration 3(3-1)

Examines migration processes, with a particular focus on immigration to the United States. Migration patterns are analyzed considering social, political, and historical context, including structural global patterns. (*)

SOC 358 Film and Society 3(3-0)

An in-depth look at the images of social life and social relationships contained in popular movies. (*)

SOC 361 (CRIM 361) Cannabis Policy 3(3-0)

The purpose of this course will be to explore the fast-evolving realm of cannabis policy, focusing primarily on the United States. (*)

SOC 374 (CRIM 374) Crime in Film 3(3-0)

Employ theoretical perspectives to better understand motivations of Hollywood criminals and the peculiar aspects of a society with an insatiable appetite for crime as "entertainment." (*)

SOC 378 Rock 'n' Roll and Rebellion 3(3-0)

The course provides a social historical analysis of the development and impact of an important form of contemporary popular culture - rock 'n' roll music. (*)

SOC 404 Poverty 3(3-0)

Poverty in the United States, its measurement and extent, perpetuating conditions, lifestyle and anti-poverty programs. (*)

SOC 405 (CRIM 405) Law and Society 3(3-0)

The origins and functions of law; the social organization of legal institutions and decisions; the relationship of law to morality, justice and social change. (*)

SOC 408 Science, Technology, and the Future 3(3-0)

Social and structural implications of science and technology as they affect society. (*)

SOC 418 (CRIM 418) Crime, Drugs and Social Policy 3(3-0)

This course examines the ways in which crime and drug policy is formulated, articulated, implemented, and evaluated. Prerequisite: SOC 101 or CRIM 101. (*)

SOC 420 Explaining Crime 3(3-0)

Examination of major sociological explanations of crime and their policy implications. Prerequisite: SOC 101 or SOC 303 or SOC 310 or ANTHR 310. (S)

SOC 426 (CRIM 426) Violence and Rioting 3(3-0)

An overview of episodes of collective behavior in society focusing on racial violence and prison riots, including examination of causes, history, and control efforts. Prerequisite: SOC 101. (SS)

SOC 428 (HIST, WS 428) Women & Work 3(3-0)

Examines historical and contemporary issues for women of various economic, social, and ethnic groups, especially in the US; examines gender ideologies about paid, unpaid work. Prerequisite: junior or senior standing or permission of instructor. (*)

SOC 432 Organization Theory 3(3-0)

Prevailing theoretical model of large organizations and suggested alternatives. (*)

SOC 448 Emotions in American Culture 3(3-0)

How American norms and values govern the creation, expression, and form of emotions. The content and form of the emotional self. Prerequisite: SOC 101 or SOC 352 or PSYCH 352. (*)

SOC 450 Soc of Mental Health and Suicide 3(3-0)

Examines the social conditions that influence mental health and suicide in the United States and the psychosocial processes that link social experiences to psychological health. Prerequisite: SOC 101 or SOC 352 or PSYCH 352. (*)

SOC 452 Self and Society 3(3-0)

Examination of the self and society within sociological/anthropological theory. Special emphasis will be placed on symbolic interactionism and cross-cultural approaches. Prerequisite: SOC 101 or ANTHR 100 or SOC 352 or PSYCH 352 (*)

SOC 453 Inside-Out Prisoner Exchange 3(3-0)

Seminar occurs in a correctional facility. Students and incarcerated men or women together examine topics such as crime, justice, freedom, and inequality to learn from others' perspectives and re-think current understanding. Prerequisite: Junior or senior standing. Permission of the instructor. (F, S)

SOC 490 Special Projects (1-3 VAR)

Projects identified by each faculty member in concert with his/her interests. Prerequisite: Sociology major, junior/senior. (*) Repeatable

SOC 491 Special Topics (1-3 VAR) (*) Repeatable

Course Description Information

SOC 492 Research (1-3 VAR)

Qualitative and quantitative methods and designs in sociological research. Prerequisite: junior or senior standing and permission of instructor. (*)

SOC 494 Field Experience (1-12 VAR)

Practical on-the-job experience in an agency setting. Prerequisite: junior or senior standing and permission of instructor. (*) Repeatable

SOC 495 Independent Study (1-10 VAR)

Prerequisite: previous work in sociology and permission of instructor. (*) Repeatable

SOCIAL SCIENCE (SOCSC)

UNDERGRADUATE COURSES

SOCSC 151 Society and Technology 3(3-0)

Role of technology as a prime factor in changing social and political institutions. Addresses technology as the systematic application of organized knowledge and material tools to the extension of human faculties. (*)

SOCSC 201 Introduction to Social Science 3(3-0)

Examines the different disciplines that make up the social sciences with particular emphasis on their interrelationships. Study of source materials as well as methods employed. (*)

SOCSC 209 African American Studies 3(3-0)

Overview of the historical, political, and socio-cultural experiences of African Americans. (*) (Gen Ed: SS) (CC)

SOCSC 301 Social Science Methods 3(3-0)

Examines the logic of research and major research methods used in the social sciences; explores their links to theory and their application in research projects. (*)

SOCSC 493 Seminar 3(3-0)

In-depth study of special topics in the social sciences. Emphasis on critical inquiry and holistic understanding of stability, change, and challenges within a global context. (*) Repeatable

SOCSC 591 Special Topics 2(2-0)

Topics identified by subtitles taught. Prerequisite: graduate standing. (*) Repeatable

SOCSC 593 Seminar 2(2-0)

Various problems within the realm of social science, utilizing an integrated approach. For majors in broad area social science disciplines. Prerequisite: graduate standing. (*) Repeatable

SPANISH (SPN)

UNDERGRADUATE COURSES

SPN 100 Intro to Conversational Spanish 3(3-0)

Basis skills for understanding and speaking Spanish. (*)

SPN 101 Beginning Spanish I 3(3-0)

Development of skills in speaking, listening, reading, writing; and cultural understanding (F,S,SS) (Gen Ed: H) (CC)

SPN 102 Beginning Spanish II 3(3-0)

Continuation of the development of skills in speaking, listening, reading, writing, and cultural understanding. Prerequisite: SPN 101 or departmental placement test. (F,S,SS) (Gen Ed: H) (CC)

SPN 130 Cultures of the Spanish-Spkg World 3(3-0)

Topics in the history, literatures, and art of selected Spanish-Speaking cultures, taught in English. (*) (Gen Ed: H, GT-AH1) (CC)

SPN 201 Intermediate Spanish I 3(3-0)

Development of intermediate-level skills in speaking, listening, reading, writing, and cultural understanding. Prerequisite: SPN 102 or departmental placement exam. (F,S) (Gen Ed: H, GT-AH4) (CC)

SPN 202 Intermediate Spanish II 3(3-0)

Continued development of intermediate-level skills in speaking, listening, reading, writing, and cultural understanding. Prerequisite: SPN 201 or departmental placement exam. (F,S) (Gen Ed: H, GT-AH4) (CC)

SPN 203 Intermediate Proficiency Building 3(3-0)

Solidification of intermediate-level skills in speaking, listening, reading, writing, and cultural understanding. Prerequisite: SPN 102 or departmental placement exam. (F,S)

SPN 287 Intensive Spanish Study Abroad (1-9 VAR)

Study of Spanish in an immersion setting abroad, preparing the student for fluency through the study of grammar, civilization and culture, at an approved institution. Prerequisite: SPN 102 and permission of instructor. (*) Repeatable (9)

SPN 294 Field Experience (1-7 VAR)

Continued improvement of language proficiency through experiential learning. Students participate in an immersive target-language environment at home or abroad. Prerequisite: SPN 201 and permission of instructor. (*) Repeatable (7)

SPN 301 Spanish Grammar in Context 3(3-0)

Practice of Spanish grammar in the context of writing, reading, speaking and listening. Prerequisite: SPN 202 and 203 or equivalent. (F,S)

SPN 303 Spanish Phonetics and Phonology 3(3-0)

Focus on improving linguistic proficiency through the study of the Spanish sound system. Prerequisite: SPN 202 and 203, or equivalent. (*)

SPN 309 Intro to Hispanic Linguistics 3(3-0)

Focus on improving linguistic proficiency through the study of areas of inquiry including history of Spanish, first and second language acquisition, bilingualism, language variation, etc. Prerequisite: SPN 300 and 301. (*)

SPN 312 Conv & Comp: Mexico & Central Amer. 3(3-0)

Focus on improving linguistic proficiency within the context of Mexican and Central American cultures. Prerequisite: SPN 202 and 203 or equivalent. (*)

SPN 313 Conv & Comp: South America 3(3-0)

Focus on improving linguistic proficiency within the context of South American cultures. Prerequisite: SPN 202 and 203 or equivalent. (*)

SPN 314 Conv & Comp: Caribbean 3(3-0)

Focus on improving linguistic proficiency with the context of Caribbean Hispanic cultures. Prerequisite: SPN 202 and 203 or equivalent. (*)

SPN 315 Conv & Comp: Spain 3(3-0)

Focus on improving linguistic proficiency within the context of Spanish cultures. Prerequisite: SPN 202 and 203 or equivalent. (*)

SPN 316 Conv & Comp: U.S. Latinx 3(3-0)

Focus on improving linguistic proficiency within the context of Hispanix/Latinx cultures in the United States. Prerequisite: SPN 202 and 203 or equivalent. (*)

SPN 331 Business: SPN Speaking World 3(3-0)

Focus on increasing linguistic proficiency through the study and exploration of the Hispanic business world. (*)

SPN 332 Health/Wellbeing: SPN Speaking Wrld 3(3-0)

Focus on increasing linguistic proficiency through the study topics about health and wellbeing in the Spanish-speaking world. Prerequisite: SPN 202 and 203 or equivalent. (*)

SPN 341 Intro to Translation/Interpretation 3(3-0)

Focus on increasing linguistic proficiency through the study and practice of translation and interpretation. Prerequisite: SPN 202 and 203 or equivalent. (*)

SPN 370 Intro to Cultural/Textual Analysis 3(3-0)

Focus on improving linguistic proficiency through the study of basic concepts necessary for analysis of literature, film, music, art, media, etc in the Spanish-Speaking World. Prerequisite: SPN 301 or permission of the instructor. (F,S)

SPN 387 Intensive Spanish Study Abroad (1-12 VAR)

Study of Spanish in an immersion setting abroad preparing the student to become fluent in the language through the study of grammar, civilization and culture. Prerequisite: SPN 202 and 203 or permission of instructor. (*) Repeatable (12)

SPN 391 Special Topics 3(3-0)

Prerequisite: SPN 202 and 203. (*) Repeatable (9)

SPN 394 Field Experience (1-7 VAR)

Continued improvement of language proficiency through experiential learning. Students participate in an immersive target-language environment at home or abroad. Prerequisite: SPN 203 and permission of instructor. (*) Repeatable (7)

SPN 412 Cultural Studies: Mexico/Central Am 3(3-0)

Focus on increasing linguistic proficiency through study of cultural products, values, and belief systems as they pertain to relationships of power in Mexico/Central America. Prerequisite: SPN 370 or equivalent. (*)

SPN 413 Cultural Studies: South America 3(3-0)

Focus on increasing linguistic proficiency through study of cultural products, values, and belief systems as they pertain to relationships of power in South America. Prerequisite: SPN 370 or equivalent. (*)

SPN 414 Cultural Studies: Caribbean 3(3-0)

Focus on increasing linguistic proficiency through study of cultural products, values, and belief systems as they pertain to relationships of power in the Spanish Caribbean. Prerequisite: SPN 370 or equivalent. (*)

SPN 415 Cultural Studies: Spain 3(3-0)

Focus on increasing linguistic proficiency through study of cultural products, values, and belief systems as they pertain to relationships of power in Spain. Prerequisite: SPN 370 or equivalent. (*)

SPN 416 Cultural Studies: U.S. Latinx 3(3-0)

Focus on increasing linguistic proficiency through study of cultural products, values, and belief systems as they pertain to relationships of power in U.S.A. Latinx culture. Prerequisite: SPN 370 or equivalent. (*)

SPN 417 Cultural Studies: Spn-Speaking Wrld 3(3-0)

Focus on increasing linguistic proficiency through study of cultural products, values, and belief systems as they pertain to relationships of power throughout the Spanish-speaking world. Prerequisite: SPN 370 or equivalent. (*)

SPN 431 Topics in U.S. Latinx Literature 3(3-0)

Focus on increasing linguistic proficiency through study of selected works, themes, genres or periods in U.S. Latinx Literature. Taught in Spanish. Prerequisite: SPN 370 or equivalent. (*) Repeatable (6)

SPN 432 Topics in Latin American Literature 3(3-0)

Focus on increasing linguistic proficiency through study of selected works, themes, genres or periods in Latin American Literature. Prerequisite: SPN 370 or equivalent. (*) Repeatable (6)

SPN 433 Topics in Spanish Literature 3(3-0)

Focus on increasing linguistic proficiency through study of selected works, themes, genres or periods in Spanish literature. Prerequisite: SPN 370 or equivalent. (*) Repeatable (6)

SPN 434 Topics in Comparative Literature 3(3-0)

Focus on increasing linguistic proficiency through study of selected works, themes, genres or periods from the Spanish-speaking world. Prerequisite: SPN 370 or equivalent. (*) Repeatable (6)

SPN 461 The Mexican Revolution 3(3-0)

Focus on increasing linguistic proficiency through the critical study of selected texts of the Mexican Revolution and its historical context. (*)

SPN 462 Representations of Migration 3(3-0)

Focus on increasing linguistic proficiency through the study of how migration is represented in the Spanish-speaking world through art, music, literature, film, media, etc. Prerequisite: SPN 370 or equivalent. (*)

SPN 481 Cinema of Spain 3(3-0)

Focus on increasing linguistic proficiency through the critical study of selected Spanish films and their historical context. Prerequisite: SPN 370. (*)

SPN 482 Cinema of Latin America 3(3-0)

Focus on increasing linguistic proficiency through the critical study of selected Latin American films and their historical context. Prerequisite: SPN 370. (*)

SPN 491 Special Topics (1-3 VAR)

Prerequisite: SPN 370 or permission of instructor. (*) Repeatable

Course Description Information

SPN 493 Senior Seminar 3(3-0)

In-depth analysis of specific topics, themes, authors, and works in the language literatures and cultures of the Spanish-speaking world. Prerequisite: SPN 370 or permission of instructor. (*)

SPN 494 Field Experience (1-7 VAR)

Continued improvement of language proficiency through experiential learning. Students participate in an immersive target-language environment at home or abroad. Prerequisite: SPN 301 or the equivalent and one of SPN 312-316 plus permission of the instructor. (F,S) Repeatable

SPN 495 Independent Study (1-3 VAR)

Specific themes which address particular problems of literature or culture. May be repeated for credit with approval of major adviser. Prerequisite: SPN 301 or the equivalent and one of SPN 312-316 plus permission of the instructor. (F,S) Repeatable

GRADUATE COURSE

SPN 591 Special Topics (1-3 VAR)

Prerequisite: graduate standing and permission of instructor. (*) Repeatable (9)

SPN 501 Spanish Grammar in Context 3(3-0)

Practice of Spanish Grammar in the context of writing, reading, speaking and listening. Prerequisite: Graduate Standing. (*)

SPN 517 Cultural Studies: Spn-Speaking Wrld 3(3-0)

Focus on increasing linguistic proficiency through study of cultural products, values, and belief systems as they pertain to relationships of power throughout the Spanish-speaking world. Prerequisite: Graduate Standing. (*)

SPN 534 Topics in Comparative Literature 3(3-0)

Focus on increasing linguistic proficiency through study of selected works, themes, genres or periods from the Spanish-speaking world. Prerequisite: Graduate Standing. (*)

SOCIAL WORK (SW)

A grade of C or better is required for prerequisite courses.

UNDERGRADUATE COURSES

SW 100 Introduction to Social Work 3(3-0)

Introduction to the history and philosophy of the social work profession including the knowledge, values, ethics, roles and skills inherent in social work practice. (F,S)

SW 201 Human Behavior and Social Environment I 3(3-0)

Focus on the person in environment throughout the life span with an examination of the relationship between biological, psychological, social, spiritual and cultural systems. Corequisite: SW 100, SOC 101, and/or PSYCH 100. (F)

SW 202 Human Behavior and Social Environment II 3(3-0)

Focus on the person in environment throughout the lifespan with an examination of the impact of larger social systems, including family, groups, communities and organizations. Corequisite: SW 201. (S)

SW 205 Social Welfare in the United States 3(3-0)

Examines the historical development of social work in the United States social welfare system. Critical thinking techniques will be used to analyze policy. (F,S) (Gen Ed: SS, GT-SS1)

SW 210 Statistics for Social Worker 3(3-0)

Introduction to qualitative and quantitative data analysis. Emphasis on descriptive and inferential statistics most utilized in evidence-based social work practice and research. (F,S)

SW 222 Introduction to Community Practice 3(2-2)

Application of the foundation of generalist practice skills. Requires 45 clock hours of volunteer work in an approved human service agency. (F,S)

SW 225 Social Work Policies and Procedures 1(1-0)

Provides fundamental knowledge for social work majors. Includes ethics, handbook, and standards. Corequisite: SW 100, SW 201, SW 202, SW 205, and/or SW 222. (F,S,SS/E)

SW 230 (CS 230) Chicano: Social and Psychological Study 3(3-0)

Social and psychological forces present in the Chicano community. (F) (Gen Ed: SS, GT-SS3) (CC)

SW 290 Special Projects (1-5 VAR)

Prerequisite: permission of instructor. (*) Repeatable

SW 301 Professional Writing in Social Work 3(3-0)

Ethical and professional documentation for case records and publication in social work practice. Emphasis on current documentation practices and APA writing. Prerequisite: acceptance into the Social Work Program. (F)

SW 310 Social Work Theory 3(3-0)

A comparative approach to explanatory and practice theories relating to social work and the helping professions. Prerequisite: acceptance into the Social Work Program. (F)

SW 320 Human Diversity in Practice 3(3-0)

Critically examines the history, culture, strengths and barriers in social work practice with diverse groups. Identifies skills required for culturally competent practice with populations-at-risk. Prerequisite: acceptance into the Social Work Program. Corequisite: CS 101 or SW/CS 230, and/or a Women's Studies course. (S)

SW 322 Social Work Intervention I 3(3-0)

Elements of generalist micro social work practice and theory. Skill development in assessment, intervention, and evaluation emphasized. Prerequisite: acceptance into the Social Work Program. (F)

SW 323 Social Work Intervention II 3(3-0)

Generalist mezzo social work practice focusing on small groups and families. Includes assessment, intervention, evaluation and practice theory. Prerequisite: acceptance into the Social Work Program. (S)

SW 324 Social Work Intervention III 3(3-0)

Social work theories and interventions at the macro level; community and organization generalist practice. Prerequisite: acceptance into the Social Work Program. (F)

SW 325 (CS 325) Health in the Chicano Community 3(3-0)

Health care traditions and current health care systems in the barrio. (S)

SW 326 SW Practice with Older Adults 3(3-0)

The biological, psychological, social, cultural and spiritual aspects of aging and the services affecting them. Prerequisite: junior standing or consent from instructor. (*)

SW 327 Child Welfare 3(3-0)

The physical, behavioral, emotional signs of child abuse and neglect; laws designed to protect children, and services available to assist them. Prerequisite: junior standing or consent of instructor. (*)

SW 328 Spirituality and Social Work 3(3-0)

Focus on spirituality as "making meaning" and its influence on the personal and professional aspects of social work education and practice. (S)

SW 329 Rural Social Work 3(3-0)

Examines rural practice, recognizing the integral values of this environment, with an ecological emphasis on clients and their connections in micro, mezzo, and macro systems. Required for IV-E stipend students. Prerequisite: Acceptance into the social work program. (S)

SW 340 Reintegration for Military Families 3(3-0)

Critically examines the history, culture, strengths and barriers in social work practice with clients who have served in the military and their family members. Prerequisite: SW 100. (F)

SW 341 Impact of Trauma in Social Work 3(3-0)

Focus on the dimensions of "trauma," formulating client assessments based on research, and evaluating impact of trauma/secondary effects on oneself as a professional helper. Required for IV-E Stipend students. (S)

SW 350 Social Welfare Policy 3(3-0)

Theory and social work practice related to social policy, problem identification, policy formation, implementation, evaluation and analysis. Development of critical thinking skills for policy analysis. Prerequisite: acceptance into the Social Work Program. Corequisite: any ECON or POLSC course. (S)

SW 481 Field Seminar I 3(3-0)

Capstone course which integrates knowledge, values, skills, and theory with micro, mezzo, macro generalist social work practice with diverse populations in various agency settings. Prerequisite: acceptance into the Social Work Program and field practicum. Corequisite: SW 488. (F)

SW 482 Field Seminar II 3(3-0)

Capstone course which integrates knowledge, values, skills, and theory with micro, mezzo, macro generalist social work practice with diverse populations in various agency settings. Prerequisite: SW 481, SW 488. Corequisite: SW 489. (S)

SW 488 Field Placement I 5(0-16)

Sixteen clock hours per week Fall, 32 per week Spring or Summer I Block for 224 hours in approved agency supervised by professional social worker. Prerequisite: acceptance into the Social Work Program and field practicum. Corequisite: SW 481. (F)

SW 489 Field Placement II 5(0-16)

Sixteen clock hours per week Spring, 32 per week Spring or Summer II Block for 224 hours in approved agency supervised by professional social worker. Prerequisite: SW 481, SW 488. Corequisite: SW 482. (S)

SW 490 Special Projects (1-5 VAR)

Prerequisite: social work major, prior written permission of instructor of record. (*) Repeatable

SW 491 Special Topics (1-3 VAR) (*) Repeatable

SW 492 Research 3(3-0)

Theory and application of continuing social work research designs and methodologies (qualitative and quantitative) utilizing single subject design, needs assessment, and program evaluation. Prerequisite: acceptance into the Social Work Program. Corequisite: SW 210 or MATH 156 or equivalent statistics course. (F,S)

SW 495 Independent Study (1-3 VAR)

Prerequisite: permission of instructor. (*) Repeatable

SW 499 Senior Capstone 3(0-9)

This course is the required 3-credit culminating project. Prerequisite: SW 481, 488. Corequisite: SW 482, 489 (S)

UNIVERSITY STUDIES (US)

UNDERGRADUATE COURSES

US 101 Academic & Career Exploration 1(1-0)

Provides undeclared/declared students who are still deciding on their majors an opportunity to assess their abilities, interests and goals while investigating the University's degree programs. (F)

US 151 Introduction to Academic Life 3(3-0)

To provide an opportunity for students to learn and adopt methods to be successful in college. Critical thinking, writing and time management are emphasized. (F,S)

US 251 Student Leadership Development 2(2-0)

Create an opportunity for students to define, learn, adopt, and integrate within themselves the "purpose of leadership". (S)

US 255 Residence Hall Advising 1(1-0)

Will teach student development theory, history of residence life, communication skills and assertiveness training which will enhance the quality of student leaders and resident advisors. (S)

US 350 Orientation Leadership Training 3(3-0)

Course emphasis is to develop a student's leadership and communication skills, enhance knowledge and understanding of University policies and procedures and campus resources and services. (S)

US 355 Becoming an Effective Tutor 3(2-2)

Concepts and techniques of effective tutoring, including issues such as communication, rapport, confidentiality, learning styles, disabilities, and general study skills. Limited hands-on experience required. (*)

WILDLIFE(WANR)

UNDERGRADUATE COURSES

WANR 302 Principles of Wildlife Management 3(3-0)

History of conservation and natural resource use; ecological principles, and social/economic limits of conservation. Principles and practices of wildlife management. Prerequisite: BIOL 202/202L. (*)

WANR 303 Nat Resource Policy & Admin 3(3-0)

Principles and concepts of public land and resources policy, administrative decision making, and contemporary issues and problems. (*)

WANR 304 Human Dimensions in Nat Res Mgmt 3(3-0)

Science of incorporating human-natural resource relationships with traditional biological sciences information in decision-making processes. (*)

WANR 401 Fisheries Science 2(2-0)

Principles and concepts of studying structure and dynamics of fish populations. Topics include estimating abundance, mortality, sustainable harvest levels, appropriate regulations. Prerequisite: MATH 221. BIOL 479/479L. Corequisite: WANR 401L. (*)

WANR 401L Fisheries Science Lab 1(0-2)

Principles and concepts of studying structure and dynamics of fish populations. Topics include estimating abundance, mortality, sustainable harvest levels, appropriate regulations. Prerequisite: MATH 221, BIOL 479/479L. Corequisite: WANR 401. (*)

WANR 402 Management of Endangered Species 3(3-0)

Problems and solutions of species endangerment. Political and biological aspects to endangered species. Proactive and reactive maintenance and restoration. Prerequisite: WANR 302. (*)

WORLD LANGUAGE (FL)

UNDERGRADUATE COURSES

WL 100 Intro to Comparative Linguistics 3(3-0)

Basic concepts in linguistics; comparison of languages. (*) (Gen Ed: H) (CC)

WL 101 Intro to a Critical Wrld Language I 3(3-0)

Study of a world language not offered regularly. Different languages are offered when enrollment permits. (*) Repeatable

WL 102 Intro to a Critical Wrl Language II 3(3-0)

Introduction to a Critical World Language II. Prerequisite: WL 101, or permission of instructor. (*) Repeatable

WL 110 World Language for Travel 1(1-0)

Fundamental vocabulary for basic tourist communication. (*)

WL 291 Special Topics (1-3 VAR) (F,S) Repeatable**WL 294 Field Experience (1-7 VAR)**

Continued improvement of language proficiency through experiential learning. Students participate in an immersive

target-language environment at home or abroad. Prerequisite: permission of instructor. (*) Repeatable

WL 394 Field Experience (1-7 VAR)

Continued improvement of language proficiency through experiential learning. Students participate in an immersive target-language environment at home or abroad. Prerequisite: permission of instructor. (*) Repeatable

WL 494 Field Experience (1-7 VAR)

Continued improvement of language proficiency through experiential learning. Students participate in an immersive target-language environment at home or abroad. Prerequisite: permission of instructor. (*) Repeatable

WL 495 Independent Study (1-3 VAR)

Specific themes which address particular problems of literature or civilization. May be repeated for credit with approval of major adviser. Prerequisite: two years of college study of the language used for project. (*) Repeatable

GRADUATE COURSES

WL 591 Special Topics (1-3 VAR)

Prerequisite: graduate standing and permission of instructor. (*) Repeatable

WL 594 Field Experience (1-9 VAR)

Service learning, internships, communication, lectures by writers, artists, political leaders and specialists. Visits to museums, attendance at movies, theaters and excursions. Prerequisite: graduate standing and permission of instructor. (*) Repeatable (9)

WL 595 Independent Study (1-3 VAR)

Prerequisite: graduate standing and permission of instructor. (*) Repeatable (9)

WOMEN'S STUDIES (WS)

UNDERGRADUATE COURSES

WS 100 Introduction to Women's Studies 3(3-0)

An interdisciplinary course examining women's lives and roles through socio-economic, political, historical and biological perspectives. Introduces feminist theories and gender as a structure and process. (F,S) (Gen Ed: SS) (CC)

WS 105 (ANTHR, PSYCH, SOC 105) Understanding Human Diversity 3(3-0)

Americans live in a complex and diverse society. This course examines the nature, impact, and strategies for dealing with diversity in personal and social contexts. (*)

WS 211 (PSYCH 211) Women and Society 3(3-0)

Statistical overview of the current status of women, followed by examination of theories concerning equality of the sexes. (F)

WS 212 (PSYCH 212) Psychology of Diversity 3(3-0)

To raise awareness of social inequities, promote cultural competency & appreciation of differences. (*)

WS 230 (NSG 230) Women, Health and Society 3(3-0)

Introduction to women's health issues and a basic understanding of how women's health has been influenced historically, culturally and by socio-economic factors. (*)

WS 231 (PSYCH, SOC 231) Marriage, Family, and Relationships 3(3-0)

Marriage and family from an institutional and relationship perspective; cross-cultural diversity, mate selection, marital dynamics, parenting, divorce, remarriage, emerging patterns. (F,S,SS) (Gen Ed: SS)

WS 235 (MCCNM 235) Women and Media 3(3-0)

The historical and cultural implications of the mass media's portrayal of women and the extent of their media participation from colonial to contemporary times. (*)

WS 241 (ENG 241) Women in Literature 3(3-0)

Intensive study of literature written by women, in historical, cultural, and critical contexts. Prerequisite: ENG 102. (*)

WS 291 Special Topics (1-3 VAR) (*) Repeatable

WS 301 Theories of Intersectionality 3(3-0)

Examination of gender, sexuality, race, class, and other variables connecting theory to activism. Exploration of how multiple identities intersect to create a whole. (*)

WS 305 (SOC 305, CRIM 305) Women and Crime 3(3-0)

Explores historical and contemporary intersecting issues of sex, gender, and crime in the United States, focusing on girls' and women's experiences as crime victims, offenders, and workers in the criminal justice system. Prerequisite: ANTHR 100 or CRIM 101 or SOC 101 or WS 100. (*)

WS 306 (CS 306) La Chicana 3(3-0)

A social, cultural, and historical overview of the Chicana experience and contributions. (F,S)

WS 308 Global Feminisms 3(3-0)

Examination of the global dimensions of women's organizing and policymaking, drawing on both historical and contemporary examples. Exploration of global debates regarding contemporary feminism. (*)

WS 325 (SOC 325) Gender And Society 3(3-0)

Analysis of how gender as a social construct influences institutions, interaction & lived experience in a diverse society. The intersection of race, ethnicity, class & sexualities is viewed through the lens of gender & culture. Prerequisite: SOC 101 or WS 100. (*)

WS 330 (MCCNM 330) Gender and Film 3(3-0)

A discussion course which examines gender roles in theatrical and documentary film while considering the perspective of producers, actors, and spectators and salient film theories. Prerequisite: upper division standing in MCCNM or Women's Studies. (*)

WS 335 (ENG, COMR 335) Gender and Communication 3(3-0)

This course examines the ways that gender affects communication behaviors and helps develop an awareness of the processes that affect gender socialization and stereotyping. (*)

WS 341 (CS 341) Chicana Writers 3(3-0)

Survey of Chicana writers from the early 1900s to the present.

Along with the literature, aspects of history, sociology and politics will be incorporated. (*)

WS 401 (CS 401) Third World Feminisms 3(3-0)

This course focuses on Third World women's challenging views of global feminism and feminist representations of "other" women. (*)

WS 407 (CRIM 407) Family Violence 3(3-0)

The extent, seriousness, and impact of major forms of family violence, including child maltreatment, dating and partner violence, stalking, and mistreatment of elders. Gender, race and social class implications are examined. (*)

WS 428 (HIST, SOC 428) Women & Work 3(3-0)

Examines historical and contemporary issues for women of various economic, social, and ethnic groups, especially in the US; examines gender ideologies about paid, unpaid work. Prerequisite: junior or senior standing or permission of instructor. (*)

WS 455 (CRIM 455) Hate Crimes 3(3-0)

Examines assumptions about race, ethnicity, gender, sexuality, religion, nationality and other factors that are used to justify the bias behind hate crimes; examines social/legal definitions, causal factors & consequences. (*)

WS 485 Capstone 3(3-0)

Students will develop a project in which they will develop and execute a research assignment related to ethnicity, gender, or diversity. Prerequisite: senior level standing; permission of the instructor. (*)

WS 490 Special Projects (1-3 VAR)

Allows one or more students to conceptualize, create, and complete a project relating to women's studies, under supervision of faculty member(s) approved by WS program. Prerequisite: WS minor, junior or senior standing, and approval of WS curriculum committee. (*) Repeatable (6)

WS 491 Special Topics (1-3 VAR)

Prerequisite: junior or senior standing with adequate preparation or permission of instructor. (*) Repeatable

WS 492 Research (1-3 VAR)

Research project selected by student and supervised by a faculty member with the approval of WS. May be repeated for a maximum of 6 credits. Prerequisite: WS minor, junior or senior standing, and approval of WS curriculum committee. (*) Repeatable (6)

WS 494 Field Experience (2-6 VAR)

Application of the WS disciplinary framework to an off-campus volunteer work experience, under the supervision of a faculty member approved by WS. Prerequisite: WS minor, junior or senior standing, and approval of WS curriculum committee. (*) Repeatable (6)

WS 495 Independent Study (1-3 VAR)

Prerequisite: permission of instructor. (*)

WS 498 Internship (2-6 VAR)

Application of the WS disciplinary framework to a work experience, under the direction of the selected site and a faculty member approved by WS. Prerequisite: WS minor, junior or senior standing, and approval of WS curriculum committee. (*) Repeatable (6)

UNIVERSITY PERSONNEL 2018-2019

BOARD OF GOVERNORS OF THE COLORADO STATE UNIVERSITY SYSTEM (as of April 2018)

Voting Members

Dennis E. Flores
Mark A. Gustafson
Kim Jordan
Steven Gabel
William E. Mosher
D. Rico Munn
Jane Robbe Rhodes
Nancy R. Tuor
Dean Singleton

Non-Voting Members

Margarita LenkCSU-Fort Collins Faculty Representative
Michael WellsCSU-Fort Collins Student Representative
David VolkCSU-Pueblo Faculty Representative
Wesley Taylor.....CSU-Pueblo Student Representative
Tony Vrba..... CSU-Global Faculty Representative
Keith KniesCSU-Global Student Representative

COLORADO STATE UNIVERSITY SYSTEM STAFF

Chancellor's Office

Dr. Anthony A. Frank	CSU System Chancellor
Amy L. Parsons	Executive Vice Chancellor
Melanie Geary	Executive Assistant to the Chancellor

Office of the Board of Governors

Melanie Geary	Executive Assistant to the Board of Governors
---------------	---

Academic Administration

Dr. Rick Miranda	Chief Academic Officer
------------------	------------------------

Audit

Susy Serrano	Director of Internal Auditing
--------------	-------------------------------

Finance

Lynn Johnson	Chief Financial Officer
Bridget Mullen	Director of Budget and Finance

General Counsel

Jason Johnson	General Counsel
Sharon Teufel	Executive Assistant

Public Relations, Business and Community Development

Tiana Nelson	Director of Denver Public Relations and Outreach
--------------	--

System Universities

Colorado State University-Fort Collins

Dr. Anthony A. Frank	President
Katie Kalkstein	Executive Assistant

Colorado State University-Pueblo

Dr. Timothy Mottet	President
Niki Whitaker	Executive Assistant

Colorado State University-Global Campus

Dr. Becky Takeda-Tinker	President
-------------------------	-----------

ADMINISTRATIVE OFFICES (Colorado State University-Pueblo)

OFFICE OF THE PRESIDENT

Mottet, Timothy President

Ernst, Josh Director, Title IX Coordinator & ADA/504 Coordinator, Office of Institutional Equity

Plinske, Paul, Director, Athletics

Souder Hodge, Donna, Special Assistant to the President

Whitaker, Niki, Executive Assistant to the President

OFFICE OF THE PROVOST

Abdelrahman, Mohamed, Provost and Executive Vice President for Academic Affairs

Caprioglio, Helen, Assistant Provost for Assessment, Student Learning, and Effectiveness

Chavez, Lisa, Executive Assistant to the Provost

Folkestad, William, Dean, College of Humanities and Social Sciences

Franta, Joe, Associate Dean of Nursing, College of Education, Engineering, and Professional Studies

Gonzales, Rhonda, Dean, University Library

Kalevela, Sylvester A., Dean, College of Education, Engineering, and Professional Studies

Kreminski, Richard, Executive Director of Research and Sponsored Programs and Director of ICR

Lehmpuhl, David W., Dean, College of Science and Mathematics

Moreschini, Shelly, Director, President's Leadership Program

O'Keefe, Maureen, Director of Institutional Research and Analysis

Piquette, Jeff, Associate Dean of Teacher Education, College of Education, Engineering, and Professional Studies

Raymond, Bruce C., Dean, Hasan School of Business

Poritz, Jonathan, Interim Director of the Center for Teaching and Learning

Steffen, Leticia, Associate Dean, College of Humanities and Social Sciences

Montoya, Fawn-Amber, Director of University Honors Program

White Davis, Kristyn, Director of Extended Studies

OFFICE OF THE VICE PRESIDENT FOR FINANCE AND ADMINISTRATION

Spiecker, Karl, Vice President for Finance and Administration

Brewer, Meg, Budget Director

Cason, Craig, Associate Vice President for Facilities Management

Fendrich, Chris, Director, Auxiliary Services

Gonzales, Robert G., Director/Controller, Business Financial Services

Jacobs, Ralph, Director, Human Resources

Matola, Erich, Chief Information Officer

Quintana, Jennifer, Executive Assistant and Budget Assistant to the Vice President for Finance and Administration

Trujillo-Martinez, Geraldine Director, Purchasing

OFFICE OF THE VICE PRESIDENT OF ENROLLMENT MANAGEMENT AND STUDENT AFFAIRS

Holliday, Chrissy, Vice President of Enrollment Management and Student Affairs

Alanis, Jennifer, Director, Diversity and Inclusion

Gibson, Jeanne, Director, English Language Institute

Gjerde, Michelle B., Director, Career Center

Humphrey, Marie, Dean of Student Affairs

Kingrey, Tiffany, Director, Admissions

Lopez, Derek, Director, Center for Academic Enrichment

Manos, Michael, Executive Director, College Opportunity Programs/TRiO

Robertshaw, Amy, Registrar

Rocha, Dana, Director, Veteran Affairs

Samora, Tracy, Director, Alumni Relations

Streater, Justin, Director, Student Financial Services

Williams, Annie, Director, International Programs

Vacant, Director, Marketing, Communication, and Community Relations

FOUNDATION OFFICE

Kelly, Todd, CEO/President, Foundation

Gallegos, Valerie, Director of Finance and Budget

Lundahl, Sandy, Scholarship Manager

Mutz, Samantha, Giving & Stewardship Coordinator

Pagnotta, Susie, Director of Data Analysis and Gift Proc.

Potter, Nick, Chief Operations Office

Shiple, Amber, Communications & Events Manager

ADMINISTRATIVE/FACULTY

Abdelrahman, Mohamed (2018) Provost and Executive Vice President for Academic Affairs; BS, MS, Cairo University; MS, Ph. D., Idaho State University

Folkestad, William B. (2009) Dean of College of Humanities and Social Science and Professor; BA, Central Washington University; MA, Ph.D., University of Washington

Caprioglio, Helen M. (1995) Assistant Provost for Assessment, Student Learning, and Effectiveness and Associate Professor of Biology; BS, MS, Oregon State University; Ph.D., North Carolina State University

Gonzales, Rhonda (1999) Dean, University Library; BA, Colorado College; MSLIS, Simmons College

Franta, B. Joe (2007) Associate Dean and Associate Professor of Nursing; BSN, Colorado State University-Pueblo; MSN, DNP, Beth-El College of Nursing and Health Sciences at UCCS

Kalevela, Sylvester A. (2005) Dean of College of Education, Engineering, and Professional Studies and Professor of Civil Engineering Technology; B.Sc.Eng., University of Dar-es-Salaam, Tanzania; MS, Virginia Polytechnic Institute and State University; Ph.D., Arizona State University

Lehmpuhl, David (1998) Dean of College of Science and Mathematics and Professor of Chemistry; BS, University of Colorado-Colorado Springs; Ph.D., University of Colorado at Boulder

Piquette, Jeff (2001) Associate Dean and Professor of Education; BS, Colorado School of Mines; MA, Ph.D., University of Northern Colorado

Raymond, Bruce C. (2012) Dean, Hasan School of Business; BS, Brigham Young University; MBA, Ph.D., University of Utah

Steffen, Leticia (2004) Associate Dean and Professor of Mass Communications; BA, Saint Louis University; MA, University of Denver

ADMINISTRATIVE/PROFESSIONAL STAFF

Alanis, Jennifer (2014) Director of Diversity and Inclusion; BA, Loyola University Chicago, MA, Columbia College Chicago; MA; University of Illinois at Urbana-Champaign; Ed.D, Benedictine University

Alfonso, Gena (2009) Director, Student Engagement & Leadership, Student Life; BS, Colorado State University-Pueblo; MPS, University of Denver

Alire, Emily (2016) Curriculum Lab Coordinator, Teacher Education Program; BS, Colorado State University-Pueblo

Andrews, Beth (2016) Licensed Counselor, Student Counseling Center; BA, Whitworth University; MSW, San Diego State University

Aragon, Michael (2017) Sites Manager Colorado Springs Tower and Fort Carson, Extended Studies; AA, Pueblo Community College; BA, Colorado State University-Pueblo; MS, Colorado State University-Global

Armstrong, Rebecca (2015) Coordinator of Printing and Publications, External Affairs

Arwood, Robin (2015) Staff Accountant, Business Financial Services; BS, Colorado State University-Pueblo

Ausbun, Dana (2015) Student Financial Services Operations Specialist, Student Financial Services; BA, University of Northern Colorado

Baird, Tanya (2017) Student Information System Analyst, Registrar's Office; BA, MNM, Regis University

Bajah, Maureen (2016) Simulation Technician, Nursing; BS, MS, Colorado State University-Pueblo; BSc, University of Ibadan, Nigeria

Beck, Bo (2018) Assistant Football Coach/Linebackers, Athletics; BA, Colorado State University; MS, Drake University; MA Iowa State University

Benesch, Susan (2001) Human Resources Associate; BSBA, University of Northern Colorado

Bevacqua, Nicola (2015) Assistant Men's Lacrosse Coach, Athletics; BS, Stevenson University

Blaha, Jeremiah (2013) Field Experience Coordinator, Teacher Education; BA, M.Ed., Colorado State University-Pueblo

Blair, Sean (2013) Head Men's Lacrosse Coach, Athletics; BA, Grand Valley State University

Bocumini, Tessa (2015) Athletic Trainer, Athletics; BS, North Park University; MSc University of Colorado-Colorado Springs

Boughton, Kynna (2009) Student Financial Services Operations Specialist, Student Financial Services; BSBA, Colorado State University-Pueblo

Bradford, Carlee (2018) Program Coordinator, TRIO Educational Opportunity Center and TRIO Educational Talent Search; BA, Colorado State University-Pueblo

Brewer, Margaret (1997) Budget Director, Finance and Administration; BSBA, Colorado State University-Pueblo

Briggs, Tiaramarie (2017) Degree Analyst, Registrar's Office, BA, Colorado State University-Pueblo

Brice, Sandy (2006) Academic Adviser, Center for Academic Enrichment; BS, Colorado State University-Pueblo

Buchholz, Jacob (2017) Math Learning Center Coordinator; BS, Colorado State University-Pueblo; MS, Michigan State University

Bueno, Brianna (2015) Assistant Registrar, Registrar's Office; BS, Colorado State University-Pueblo

Campbell, Howard (2002) Systems Administrator III, Information Technology Services; AAS, Trinidad State Junior College; BS, Colorado State University-Pueblo

Carsella, Jim (2004) Stockroom Coordinator, Chemistry Education; BS, Colorado State University; MS, Colorado State University-Pueblo

Cason, Craig (2004) Associate Vice President for Facilities Management; BS, University of Colorado-Boulder

Charles, Dax (2007) Head Wrestling Coach, Athletics; BS, Colorado State University-Pueblo; MBA, University of Phoenix

Chavez, Lisa (2016) Executive Assistant to the Provost; Provost Office; BA, New Mexico State University; MBA, Eastern New Mexico University

Clague, Melanie (2017) Operations Manager, Extended Studies; BSBA, MBA, Colorado State University-Pueblo

Clark, Noelle (2016) Admissions Counselor, Admissions; BA, Colorado State University-Pueblo

Cornell, Heather (2016) Project Specialist, TRIO Student Support Services; BSBA, MBA, Colorado State University-Pueblo

Daugherty, Carol (2012) Director of Student Health and Counseling; AA, BSN, Colorado State University-Pueblo; MSN, FNP, Beth-El College of Nursing & Health Sciences at University of Colorado-Colorado Springs

Davenport, Matisha (2014) Instructional Technologist; Information Technology Services; BS, Fort Hays State University; BS, Colorado State University-Pueblo; M.Ed., Lesley University

Davidson, Abby (2014) Science Learning Center Director, CBASE; MA, Prescott College; MS, University of Northern Colorado

Doherty-Cardenas, Sierra (2017) Head Women's Soccer Coach, Athletics; BS, Eastern New Mexico University

Duran, Elizabeth (2001) Associate Registrar and Degree Audit Specialist; Registrar's Office; BS, University of Phoenix

Encina, Trisha (2014) Procurement Specialist, Purchasing Office; BA, Colorado State University-Pueblo

Engel, Jason (2017) First Year Advisor, Center for Academic Enrichment; BA, Pitzer College; MPA, Cal State San Bernardino

Ernst, Josh (2016) Director, Title IX Coordinator & ADA/504 Coordinator; Office of Institutional Equity; BSE, BA, Case Western Reserve University; J.D. Wake Forest University

Escobar, Breanne (2017) Program Coordinator, Extended Studies; BA, University of California, Santa Cruz

Escobar Gutierrez, Anaís (2014) International Recruitment Specialist, Center for International Programs; BA, Colorado State University-Pueblo

Estrada, Sendi (2017) Office Assistant, Communities to Build Active STEM Engagement; BA, Colorado College

Fendrich, Chris (2011) Director, Auxiliary Services; BS, Bradley University; MBA, Colorado State University-Pueblo

Ferguson, Gina (2013) Director, TRIO Upward Bound and Talent Search; BA, Colorado College; MS, University of Kansas

Ferguson, Nicole (2016) Director of Student Conduct & Case, Student Affairs; BA, M.Ed. University of Arkansas-Fayetteville

Foley, Peggy H. (2008) Adviser/Counselor, Department of Nursing; BS, Colorado State University-Pueblo

Ferland, Bonnie (2015) Coordinator of Student Life, Student Life; BA, MSOL, Regis University; MA, University of Saint Thomas

Gallegos, Monica (2015) Assistant Director of Housing Operations, Residence Life and Housing; BA, BS, Regis University

Gamble, Logan (2016) IT HD & DSS Technician, Information Technology Services; BS, Colorado State University-Pueblo

Garcia, Patricia (2012) Graduate Nursing Program Associate; BA, Colorado State University-Pueblo

Gibson, Jeanne D. (2005) Director, English Language Institute; BA, Brown University; MA, Ph.D., University of California at San Diego

Gibson, Shawn (2014) Site Coordinator, Veteran's Upward Bound; AAS, Pikes Peak Community College, BS, MS, Colorado Technical University

Gilman, Taylor (2018) Academic Coordinator, TRIO Educational Talent Search; BA, Metropolitan State University of Denver, MA University of Colorado-Denver

Gjerde, Michelle B. (1997) Director, Career Center; BA, Colorado State University-Pueblo

Gomez, Estaban (2018) IT HD & DSS Technician, Information Technology Services, BS, Computer Information Systems, Colorado State University-Pueblo

Gonzales, Deirdre (2013) Manager Athletics-Internal Operations; BS, Colorado State University

Gonzales, Robert G. (2011) Director/Controller, Business Financial Services; BS, Colorado State University-Pueblo; MS, University of Colorado

Gonzalez, Carolina (2012) Staff Accountant, Business Financial Services; BSBA, Colorado State University-Pueblo

Gregorich-Mueller, Megan (2011) Employer Relations Specialist, Career Center; BA, Gonzaga University

Gutierrez, Reann (2015) COSI Advisor, Center for Academic Enrichment; BS, Colorado State University-Pueblo

Hannafious, Linda (2012) Research Administrator/Office Manager; BSBA, Colorado State University-Pueblo

Hart, Devin (2015) Athletic Trainer, Athletics; BS, Colorado State University-Pueblo; MSc, University of Colorado-Cororado Springs

Hatfield, John Paul (2005) Instrument Technician, Chemistry Department; BS, MS, Colorado State University-Pueblo

Hedrick, Allen (2009) Head Strength & Conditioning Coach, Athletics; BA, Cal State University-Chico; MA, Cal State University-Fresno

Hellman, Michael (2017) Admissions Counselor, Admissions; BA, Carleton College

Hernandez, Daniel (2014) Colorado Springs Assistant Director, TRIO Educational Opportunity Center; AA, Pueblo Community College; BS, Colorado State University-Pueblo

Hernandez, Violeta (2018) Student Success Advisor, TRIO Upward Bound; AA, Trinidad State Junior College; BA, Colorado State University-Pueblo

Hiniker, Justin (2013) Director of Disability Resource & Support Center; BA, Winona State University

Hinkle, Kimberly (2016) Degree Analyst, Registrar's Office; BS, Colorado State University-Pueblo

Holliday, Chrissy (2014) Vice President of Enrollment Management & Student Affairs, BA, Campbell University; MS, Capella University

Horman, Nicholas (2013) Assistant Athletic Trainer, Athletics; BS, Texas State University; MS, University of Colorado-Cororado Springs

Horsley, Jessica (2014) Assistant Track and Field Coach; BS, MS, Chadron State College

Hughes, Bailey (2017) Director of Operations/ Assistant Track and Field/Cross Country Coach; M.Ed. Colorado State University-Pueblo

Humphrey, Marie (2014) Dean of Student Affairs; BA, MSPH, University of Alabama at Birmingham; Ph.D., Colorado State University

Hunter, Becky (2016) Student Financial Services Counselor, Student Financial Services; BS, Colorado State University-Pueblo

Jacobs, Ralph (2012) Director, Human Resources. BA, Weber State University; MPA, University of Nebraska at Omaha

Keller, Patricia (2012) Graduate Nursing Program Associate, Nursing; BA, Colorado State University-Pueblo

Kendall, Ryan (2016) Admissions Counselor, Admissions; BS, Colorado State University-Pueblo

Kennedy, Loraine (2017) Lab Assistant, Nursing; ADN, ASC, Allegheny Community College

Kilpatrick, Laurie (2017) Parking & Safety Manager; Auxiliary Services; BS, Colorado State University-Pueblo

Kingrey, Tiffany (2008) Director of Admissions; BA, MBA, Colorado State University-Pueblo

Kirby, Nicole (2017) Degree Analyst, Registrar's Office, BSBA, Colorado State University-Pueblo

Knafelc, Jed (2016) Assistant Men's Basketball Coach, Athletics; BS, Colorado State University-Pueblo

Koschke, Christie (2012) Head Softball Coach, Athletics; BS, Brigham Young University

Koschke, Josh (2009) Head Men's/Women's Golf Coach, Athletics; BS, Colorado State University-Pueblo

Kreminski, Richard M. (2009) Executive Director of Research and Sponsored Programs and Director of ICR; S.B., Massachusetts Institute of Technology; MA, Ph.D., University of Maryland; J.D., Dedman School of Law, Southern Methodist University

Laino, Heidi (1997) Assistant Director, NSE Coordinator, Center for International Programs; BSBA, MBA, Colorado State University-Pueblo

Larson, Carol (2014) Degree Analyst, Registrar's Office; BS, Texas A&M University

Larson, Dax (2014) Athletic Media Relations Director, Athletics; BS, MS, Minnesota State University, Mankato

Layton Dworshak, Meera (2016) Residence Life Coordinator, Residence Life & Housing, BA Colorado Mesa University

Leomiti, Donnell (2008) Football Defensive Backs Coach/Recruiting Coordinator, Athletics; BA, University of Colorado

Linn, Makenna (2018), Assistant to the Director of Athletic Training, EXHPR; BS, Colorado State University-Pueblo

Lopez, Derek (2007) Director, Center for Academic Enrichment; BA, Colorado State University-Pueblo; Ph.D., Stanford University

Lowe, Michael (2017) Manager of Desk and Budget, Residence Life & Housing; BA, University of Idaho

Lowell, Sarah (2015) Accounts Payable Specialist, Business Financial Services; BSBA, Colorado State University-Pueblo

Lucero, Gene (2006) Undergraduate Academic Adviser, Hasan School of Business; BS, MBA, Colorado State University-Pueblo

Malloy, Patrick (2017) Network Administrator, Information Technology Services; BS, Colorado State University - Pueblo

Mangino, Jenna (2013) Station Media Manager; KTSC-FM; AA, Trinidad State Junior College; BS, Colorado State University-Pueblo

Manos, Michael D. (2003) Executive Director, College Opportunity Programs/TRiO; BS, Central Missouri State University; MA, Webster University; MA, University of Colorado-Cororado Springs

Marquez, Melissa (2010) Degree Analyst, Registrar's Office; BA, Metropolitan State University of Denver

Marshall, Ashley (2017) Program Specialist; Extended Studies; BA, Western State Colorado University

Martin-White, Jennifer (2015) Human Resources Specialist; BS, Goldey-Beacom College

Martin, Lisa (1995) Assistant Director of Business, Facility Operations and Fitness, Student Recreation Center; BS, Colorado State University-Pueblo

Matola, Erich (2012) Chief Information Officer, Information Technology Services; AS, Community College of the Air Force; BA, University of Maryland, College Park; MA Chapman University; MS, College of Notre Dame, Belmont

McCarty, Mike (2018) Assistant Football Coach. Offensive Coordinator, Quarterback Coach, Athletics; BS, Portland State University

McElwain, Emily Bach (2018) Director, Student Recreation; BA, M.Ed., University of Missouri

McKenzie, Kenneth (2011) Interlibrary Loan Assistant; BS, Colorado State University-Pueblo

Mestas, Amanda (2005) Accounts Receivable Manager, Student Billing; BSBA, Colorado State University-Pueblo

Milavec, Frank (2004) Student Technology Support Specialist, Information Technology Services; BS, Colorado State University-Pueblo

Milliken, Christopher E. (2013) Manger-Network & Server Systems, Information Technology Services; BS, American Sentinel University

Minatta, Louis (1996) Degree Analyst, Registrar's Office; AAS, Pikes Peak Community College; BS, Colorado State University-Pueblo

Mogenson, Juliette (2017) Program Coordinator; Extended Studies; BA, Colorado State University-Pueblo

Montoya, Lisa (2015) Program Coordinator, TRiO Upward Bound; AAS, Pueblo Community College

Moore, Benton (2013) First Year Advisor, Center for Academic Enrichment; BS, Colorado State University-Pueblo

Moore, Dennis (2002) Director, Hoag Hall; BA, Colorado State University-Pueblo

Moorman, Bill (2015) Assistant Director of Intramurals, Club Sports and Summer Camps, Student Recreation; BS, Colorado State University-Pueblo; MPA, Drake University

Moreschini, Shelly (2004) Director, President's Leadership Program; BS, Colorado State University-Pueblo; MA, Regis University

Morris, Matthew (2013) Head Track and Field/Cross Country Coach; BS, University of Montana; MS, Western Illinois University

Morris, Racheal (2014) Associate Athletic Director/Director of Development, Athletics; BS, Buena Vista University; MS, Western Illinois University

Morris, Tony (2018) Student Success Advisor, TRiO Upward Bound; BS, Colorado State University-Pueblo

Mottet, Timothy President; BA, William Jewell College; MS, Boston University; Ed.D., West Virginia University

Muhe, Jill (2016) Head Women's Volleyball Coach, Athletics; BS, University of California, Davis; MBA, University of La Verne, Ph.D., Capella University

Myers Van Pelt, Lilia (2017) Interim Associate Director, English Language Institute; BS, Colorado State University-Fort Collins; MA, Northern Arizona University

Nava-Nunn, Marisa (2017) Instructor/Tutor Coordinator, TRiO Student Support Services; BS, University of New Mexico; MA, Adams State College

Nickelson, Trey (2016) Assistant to the AD/Tickets, Athletics; BS, Elizabeth City State University; MS, West Virginia University

O'Keefe, Maureen (2016) Director, Institutional Research & Analysis; BA, Ohio University; MA, University of Colorado-Cororado Springs

Obregon, Victoria Ann (2011) Regional Site Coordinator, College Assistance Migrant Program; BA, Colorado State University-Pueblo; MA, Adams State College

Ojeda, Bob (2012) Veterans Education Benefits Coordinator; Military & Veteran Success Center; BA, University of Puerto Rico; MS, University of Bridgeport

Olguin, Kristen (2017) Student Financial Services Counselor, Student Financial Services; BA, Western State Colorado University

Pearson, Brian (2013) Head Women's Swimming/Diving Coach, Athletics; BS, University of Wyoming

Peralta, David (2009) Academic Adviser, Center for Academic Enrichment; BA Colorado State University-Pueblo

Pickering Chad M. (2014) Writing Room and CHASS General Education Tutoring Coordinator; AA, Leeward Community College; BA, MA, University of Hawaii-Manoa

Plinske, Paul (2018) Director, Athletics; BS, Bethel University; MS, University of Illinois; Ph. D., University of Minnesota

Pocius, Adam (2008) Information Technology Manager, Instructional Technology Services; BS, Colorado State University-Pueblo; MBA Western Governors University

Pooley, Sean (2015) Associate Sports Information Director, Athletics; BJ, University of Missouri-Columbia

Potter, Monica (2013) Head Women's Lacrosse Coach, Athletics; BS, Webster University; MBA, Lindenwood University

Quintana, Jennifer (2016) Executive Assistant and Budget Assistant to the Vice President for Finance and Administration; BA, University of Colorado-Denver; MBA, Colorado State University-Pueblo

Ramirez, Andi (2017) Assistant Softball Coach, Athletics; BS, Brigham Young University

Rincon, Eric (2004) Pueblo Site Coordinator, TRiO Educational Opportunity Center; BS, Colorado State University-Pueblo

Rivera, Jamie (2007) Office Assistant, Center for Academic Enrichment; AS, Pueblo Community College

Robertshaw, Amy (2013) Registrar, Registrar's Office; BS, University of Minnesota; MA, University of Colorado-Denver

Robertshaw, Scott (2004) Associate Director, Student Recreation; BS, Western Illinois University; M.Ed., Georgia College & State University

Robinson, Haley Sue (2017) Director of Marketing, Promotions, and Sales, Athletics; BA, Colorado State University-Pueblo; MS, Missouri Western State University

Rocca, Pascale (2016) Assistant Women's Soccer Coach, Athletics; BA, University of South Carolina Beaufort

Rocha, Dana (2016) Director, Military & Veteran Success Center; BS, MA, Colorado Christian University

Rodriguez, Mario (2016) Coordinator, Social Work, BS, Colorado State University-Pueblo; MSW, Michigan State University; MPA, University of Denver; Ph.D., University of Northern Colorado

Ross, Mattie (2017) Assistant Director of Admissions, Admissions; BA, Pitzer College

Ruiz, Kandy (2014) Colorado Springs Site Coordinator, TRiO Educational Opportunity Center; BA, BS, Colorado State University-Pueblo

Samora, Tracy (2009) Director of Alumni Relations; BS, Colorado State University-Pueblo

Sanchez, Stan (1994) Head Baseball Coach, Athletics; BS, California State University; MA, Azusa Pacific University

Sandoval, Gabriel (2018) Simulation Technician, Nursing; BA, BS, University of Northern Colorado; MS, Pennsylvania State

Sandoval, John (2005) Associate Director, Center for Academic Enrichment; BS, Adams State College

SanSouci, Noelle (2016) Assistant Director, Student Engagement & Leadership; BS, Colorado State University-Pueblo; MA, University of Colorado, Colorado Springs

Saphara, Jason (2002) Director of Faculty Development, Center for Teaching and Learning; BA, Colorado State University-Pueblo; MA, Kansas State University

Schleif, Mark (2012) Head Men's Tennis Coach, Athletics; AA, Indian River Community College

Simons, Michael (2010) MMCR Technician, Information Technology Services; BS, Colorado State University-Pueblo

Smiley, Joanne (2012) Psychiatric Nurse Practitioner, Student Health and Counseling; RN, BSN, MSN, Beth-El College of Nursing and Health Sciences at UCCS

Souder, Donna M. (2008) Special Assistant to the President, President's Office; BS, MA, Texas A&M University-Texarkana; Ph.D., Texas Women's University

Spiecker, Karl (2014) Vice-President for Finance and Administration; BS, University of Colorado-Boulder; MPP, Ford School of Public Policy, University of Michigan, Ann Arbor; MS, University of Michigan, Ann Arbor

Stanley, Roy (1994) Head Coach, Men's, Athletics; BA, Princeton University; MA, University of Tulsa

Starkey, Kathryn (2014) Outreach Specialist, Extended Studies; BA, University of Wyoming; MA, Texas Tech University

Stephenson, Jonothan (2016) Program Coordinator; Extended Studies; BSBA, Colorado State University-Pueblo

Stevens, Theresa (2015) Shipping Receiving Supervisor/Textbook Assistant, Bookstore; BSBA, Colorado State University-Pueblo

Streater, Justin (2015) Director of Student Financial Services, Financial Aid; BA, M.Ed. Northeastern State University

Street, Sommer (2016) Assistant Director, External Affairs; BSBA, Colorado State University-Pueblo

Sun, Michael (2016) Institutional Research Analyst, Institutional Research & Analysis; BS, Colorado State University-Pueblo

Swope, Melissa (2014) Associate Director of Student Financial Services, Student Financial Services; BS, Colorado State University-Pueblo; MA, University of Arizona

Swope, Strider (2016) International Education Program Assistant, Center for International Programs; AA, AGS, AAS, Pueblo Community College; BSBA, MBA, Colorado State University-Pueblo

Taibi, Vonnice (2011) Head Cheer/Dance Coach, Athletics; University of Northern Colorado

Thorsten, Greg (2005) Student Employment and Academic Progress Manager, Student Financial Services; BA, University of Northern Colorado

Trujillo-Aranda, Brenda (1996) Director, TRiO Student Support Services; AAS, Pueblo Community College; BS, Regis University; MA, Adams State College

Turner, Ralph (2011) Head Men's Basketball Coach, Athletics; BA, Lipscomb University; MA, Tennessee State University

Unglaub, Ricardo A.G. (2014) Laboratory Coordinator for Physics and Engineering Departments; EEE, National University of Cordoba, Argentina; MS, Cal Poly Pomona, Ph.D., University of Colorado-Colorado Springs

Varela, Jacobo (2016) Director, Veterans Upward Bound; BA, MPA, New Mexico State University

Vidmar-Devine, Shawn (2008) Coordinator for Student-Athlete Services, Athletics; BA, University of Denver; MA, Colorado State University

Vigil, Lisa (2011) Interim Program Specialist, Extended Studies; BA, Colorado State University-Pueblo

Vigil, Mat (2016) Assistant to the Director Aux Services-IT; Auxiliary Services; BS, Colorado State University-Pueblo

Waggener, Beverly, (2004) Retention Specialist, Nursing; BSN, University of Missouri; MS, Portland State University

Walda, Kevin (2005) Assistant Director, TRiO Veterans Upward Bound; BS, University of Colorado-Colorado Springs; MA, University of Colorado

Wallgren, Jacklin (Jackie) (2015) Associate Athletic Director, Compliance/Senior Woman Administrator, Athletics; BS, University of Wisconsin-Superior; MA, University of North Carolina at Chapel Hill

Walsh, Patrick (2008) Systems Administrator II; Information Technology Services; BS, Colorado State University Pueblo

Weiss, Malorie (2016) Admissions Counselor, Admissions; BA, BBA, Colorado Mesa University

Weiss, Meghan Outreach Specialist, Extended Studies; BA, Marquette University; MA, University of Colorado-Colorado Springs

Whatley, Nancy (1986) Assistant Director, TRiO Educational Opportunity Center; AS, Otero Junior College

Whitaker, Niki (2006) Executive Assistant to the President, President's Office; BS, Colorado State University-Pueblo

White Davis, Kristyn (2011) Director, Extended Studies; BS, MA, University of Colorado-Boulder; Ph. D., University of Colorado-Colorado Springs

Williams, Annie (1994) Director, Center for International Programs; BA, MBA, Colorado State University-Pueblo

Williams, Eddie (2015) Assistant Baseball Coach, Athletics; BS, Colorado State University-Pueblo

Wristen, John T. (2007) Head Coach Football, Athletics; BS, Colorado State University-Pueblo; MA, Adams State College

Yevara, Joseph (2017), Residence Life Coordinator, Residence Life & Housing, BA Colorado State University, MS Oklahoma State University

Young, Gwen (2017) Director, Residence Life & Housing, BS, MS, University of Central Arkansas

Young, Robin (2016) Fort Carson Site Coordinator, TRiO Educational Opportunity Center; BSBA, Colorado State University-Pueblo

RANKED FACULTY

The following individuals were ranked faculty members in the 2017-2018 academic year. The date in parenthesis indicates the initial year of regular appointment to the ranked faculty.

Ahmadian, Ahmad (1985) Professor of Management; BA, Tehran University; MBA, Ph.D., North Texas State University

Allen, Beverly (2009) Professor of Library Services; BA, MA, University of Missouri-St. Louis; MSLS, University of Illinois at Urbana-Champaign

Ansaf, Bahaa (2016) Assistant Professor, Engineering; BS, MS, Ph.D., College of Engineering-Baghdad University

Arnegard, Iver (2011) Associate Professor of English; BA, University of Montana; MFA, University of Alaska-Fairbanks; Ph.D., Ohio University

Aviña, Maya (1995) Professor of Art; BA, Humboldt State University; MFA, University of California at Santa Barbara

Baca, Judy M. (1981) Associate Professor of Social Work; BS, Colorado State University-Pueblo; MSW, Arizona State University

Balek, Kathryn M. (2015) Assistant Professor of Library Services; AA, North Iowa Area Community College; BA, University of Northern Iowa; MA, University of Missouri-Columbia

Bedoya-Valencia, Leonardo (2009) Associate Professor of Engineering; BS, MS, National University of Colombia, Mines School, Medellin; Ph.D., Old Dominion University

Belpert, Susan (2009) Associate Professor of Nursing; BSN, Colorado State University-Pueblo; MSN, Beth-El College of Nursing and Health Sciences at UCCS

Bencini, William K. (2010) Assistant Professor of Automotive Industry Management; AAS, John A. Logan Community College; BA, Monmouth College; MA, Northern Arizona University

Bonetti, Sandra J. (1991) Professor of Chemistry; BS, Ph.D., Georgia Institute of Technology

Bowan, Daniel (2014) Assistant Professor of Exercise Science, Health Promotion and Recreation; BS, MS, University of Tennessee; Ph.D. University of Colorado-Colorado Springs

Brennan, Ian (2003) Professor of Marketing; BA, University of Nottingham; MBA, University of Evansville; Ph.D., University of Texas-Arlington

Brett-Green, Barbara (2010) Assistant Professor of Psychology; BA, Rutgers University; MA, Ph.D., University of Colorado at Boulder

Bridgmon, Krista D. (2008) Associate Professor and Chair of Psychology; BS, MS, M.Ed., Ph.D., Northern Arizona University

Brown, Katherine (2017) Assistant Professor of Spanish & Chicano Studies; English and World Languages; BA,

University of Louisville; MA, New Mexico State University; Ph.D., Arizona State University

Brown, William C. (2000) Associate Professor of Physics; BA, Wayne State University; MS, Ph.D., University of Colorado

Calhoun-Stuber, Susan (1994) Assistant Professor and Department Chair of Sociology and Anthropology; BA, Knox College; MA, Ph.D., University of Denver

Carter, Colette (1994) Assistant Professor of Political Science; BA, Incarnate Word College; MA, Catholic University; Ph.D., University of Washington

Chacon, Paul R. (1990) Professor of Mathematics; BS, University of British Columbia; Ph.D., University of Washington

Chi, Jacob (1997) Professor of Music and Conductor of the Symphony; BA, Siena Heights College; MA, School of Music, University of Michigan; Ph.D., Michigan State University

Cho, Joey J. (2008) Associate Professor of Computer Information Systems; BCE, MCE, Chungbuk National University, Korea; BS, MCS, Ph.D., Utah State University

Choi, Laee Assistant Professor of Marketing; BS, Chungnam National University; MS, Michigan State University; Ph.D., University of Arizona

Christian, Elizabeth (2016) Assistant Professor of Library Services; BA, Boston University; MLIS, Simmons College

Clark, Laura (2002) Clinical Instructor of Athletic Training, EXHPR; BS, Pennsylvania State University; MS, University of Arizona

Clark, Roger (2002) Director of Athletic Training Education Program and Associate Professor, EXHPR; BS, University of Illinois; MS, University of Arizona; Ph.D., University of Pittsburgh

Conroy, Colleen (2001) Clinical Instructor of Athletic Training, EXHPR; BS, New Mexico State University; MSEd, Northwest Missouri State University

Coram, Cathy (2014) Assistant Professor of Nursing; ADN, Otero Junior College, BSN, MS, Colorado State University-Pueblo; Ph.D., University of Northern Colorado

Correa-Martinez, Yaneth C. (2009) Assistant Professor of Supply Chain Management/POM; BS, MS, National University of Columbia; ABD, Old Dominion University

Cowden, Kim (2016) Assistant Professor of Mass Communications; BS, Minnesota State University Moorhead; MA, Ph.D., North Dakota State University

Cranswick, Matthew A. (2012) Assistant Professor of Chemistry; BS, Oregon State University; Ph.D., University of Arizona

Dallam, George (1999) Professor of Exercise Science, Health Promotion and Recreation; BS, MS, University of Arizona; Ph.D., University of New Mexico

Dalton, Dennis (1993) Professor of Art; BA, University of Toledo; MFA, University of Utah

DePalma, Jude (1997) Professor of Engineering; BSEE, University of Florida; MSEE, Purdue University; Ph.D., Colorado State University

DePalma, Ruth (1995) Undergraduate Nursing Program Coordinator and Associate Professor of Nursing; BSN, John Hopkins University; MSN, University of Florida

Diawara, Moussa M. (1993) Professor of Biology; BS, Institute Polytechnique Rural de Katibougou, Mali, West Africa; MS, Ph.D., University of Georgia

Dillon, David (2005) Assistant Professor of Chemistry; BS, MS, East Texas State University; Ph.D., University of Wyoming

Druelinger, Melvin L. (1984) Professor of Chemistry; BS, Indiana University; Ph.D., University of Wisconsin

Duncan, Kevin C. (1994) Professor of Economics; BA, University of California at Riverside; Ph.D., University of Utah

Ebersole, Samuel (1990) Professor of Mass Communications; BA, Southern California College; MA, Ph.D., Regent University

Eriksen, Scott (2005) Professor of Accounting; BS, University of Illinois; MS, Ph.D., University of North Texas

Eskew, Douglas (2008) Associate Professor of English; BA, MA, Ph.D., University of Texas-Austin

Farrer, Richard (2006) Associate Professor of Chemistry; BS, Aquinas College, Grand Rapids, Michigan; Ph.D., Boston College

Foust, Carol (2001) Professor and Department Chair Exercise Science, Health Promotion, and Recreation; BS, MS, University of New Mexico; M.Ed., Lamar University; Ph.D., Texas A&M University

Fowler, Karen L. (2008) Professor of Management, BS, Colorado State University-Pueblo; MBA, University of Wyoming; Ph.D., University of Nebraska-Lincoln

Fraser, Jane (1998) Professor and Department Chair, Engineering; BA, Swarthmore College; MS, Ph.D., University of California at Berkeley

Frounfelker, Savra (2015) Assistant Professor of Social Work; BA, Whittier College; MSW, California State University, Sacramento; Ph.D., University at Buffalo, School of Social Work

Funk-Neubauer, Darren (2007) Associate Professor of Mathematics; BS, University of Michigan-Dearborn; MA, Ph.D., University of Wisconsin-Madison

Furrh, Douglass (2011) Assistant Professor of English; BA, University of Texas; MA, University of Nevada-Reno; Ph.D., University of Washington

Gabaldon, Annette (2004) Associate Professor of Biology; BS, New Mexico State University; Ph.D., University of California-Davis

Gaughan, Judy (2012) Associate Professor of History; BA, San Francisco State University; MA, Ph.D., University of California at Berkeley

Gilbreath, Brad (2008) Professor of Management; BA, MBA, Baylor University; MS, Purdue University; Ph.D., New Mexico State University

Gomme, Ian (1995) Professor of Sociology; BA, University of Waterloo; B.Ed., Queen's University; M.Ed., University of Toronto; MA, University of Guelph; Ed.D., University of Toronto

Goss, Justin R. (2015) Assistant Professor of Marketing; BA, Long Beach State; MS, Montana State University; Ph.D., University of Texas at San Antonio

Grollmund, David (2017) Assistant Professor of Mathematics; BS, Central Michigan University; Ph.D., Central Michigan University

Grunert, Jonathan D. (2016) Assistant Professor of Library Services; BA, Eastern University; MSLS, The Catholic University of America; MA, MS, Virginia Polytechnic Institute and State University

Gula, Joanne (2015) Assistant Professor of Mass Communications; BA, Southern Connecticut State University; MA, Fairfield University; Ph.D., University of Massachusetts-Amherst

Hackett, Colleen (2015) Assistant Professor of Sociology; Ph.D., University of Colorado, Boulder

Hansen, Richard (1993) Professor of Art; BA, College of William and Mary; MLA, University of Colorado

Hansen, Victoria (1993) Professor of Art; BA, College of William and Mary; MFA, Kansas State University

Harris, Mathew L. (2005) Professor of History; BA, MA, Brigham Young University; M.Phil., Ph.D., Syracuse University

Hassan, Aun (2009) Associate Professor of Economics; BA, MA, Punjab University, Pakistan; Ph.D., Texas Tech University

Heintzelman, Jacinda (2014) Assistant Professor of Nursing; BSN, Bloomsburg University of Pennsylvania; MSN, Walden University

Holman, Justin (2013) Assistant Professor; Hasan School of Business; BA, Claremont McKenna College; Ph. D., University of Oregon

Hopkins Bowers, Heather (2016) Lecturer; First Year Composition; BA, Kean University-Union; MA, Old Dominion University

Hudock, Sandra (1997) Professor of Library Services; BA, Gordon College; MSLS, University of Kentucky; MA, Colorado State University

Huff, Richard A. (1997) Associate Professor, Computer Information Systems; BS, San Diego State University; MS, North Texas State University; Ph.D., University of North Texas

Huang, Kuang-Yuan (2017) Assistant Professor, Computer Information Systems; Ph.D., University of Albany, State University of New York

Hurst, Travis J. (2018) Assistant Professor of Physics; BS, University of Texas-Dallas; MSc, Ph. D., University of Pittsburgh

Iberrri-Shea, Daniel E. (2012) Lecturer; English/First Year Composition; BS, MA, Northern Arizona University;

Ihm, Dana E. (2005) Professor of Music; BA, MM, Pittsburg State University; Ph.D., University of South Carolina

Islam, M.D. Assistant Professor of Civil Engineering Technology; BSCE, Bangladesh University of Engineering and Technology; MS, University of Minho; Ph.D., University of New Mexico

Jaksic, Nebojsa I. (2000) Professor of Engineering; BSEE, Belgrade University, Belgrade, Yugoslavia; MSEE, MSISE, Ph.D., Ohio State University

Johnson, Joel W. (2010) Associate Professor of Political Science; BA, San Jose State University; MA, Ph.D., University of California, San Diego

Kies, Bethany Assistant Professor of Exercise Science, Health Promotion, and Recreation; BS, MPH, University of Wisconsin-LaCrosse, Ph.D. Southern Illinois University

Kinney, Chad (2007) Department Chair and Professor of Chemistry and Director, RAGE Program; BA, University of California at San Diego; Ph.D., Colorado School of Mines

Knight, Lynn (2017) Assistant Professor of Education; BS, MS, Ph.D. University of South Florida

Kwon, He-Boong (2012) Associate Professor of Production and Operations Management; BS, Republic of Korea Air Force Academy; MS, Ph.D., Florida Institute of Technology; MBA, Pacific Lutheran University; Post-Doctoral Bridge Program, University of Toledo

Langer, Carol L. (2014) Professor of Social Work; BA, Peru State College; MSW, University of Nebraska-Omaha; Ph.D., University of Nebraska-Lincoln

León, Danillo (2017) Assistant Professor of Spanish; English and World Languages; MA, Ph. D., University of Missouri-Columbia

Liebel, Steven R. (2012) Associate Professor of Political Science; BA, MA, Texas Tech University; Ph.D., University of North Texas

Long, Yuan (Yoanna) (2006) Associate Professor of Computer Information Systems; BS, China University of Geoscience; MS, East China Computer Institute; Ph.D., University of Nebraska-Lincoln

Louisell, James (1989) Professor of Mathematics; BS, Ph.D., University of Minnesota

Lovato, Sam (2003) Professor of Mass Communications; BS, Colorado State University-Pueblo; MA, University of Northern Colorado

Lundberg, Bruce (1993) Department Chair and Professor of Mathematics; BS, Grand Canyon University; MA, Arizona State University; MA, Fuller Theological Seminary; Ph.D., Colorado State University

Martinez, Lee Anne (1992) Associate Professor of Biology; BA, University of California at Santa Barbara; MA, University of California at Santa Cruz; Ph.D., Cornell University

Massey, Margie (2000) Associate Professor of Education; AGS, Pueblo Community College; BSBA, Colorado State University-Pueblo; MS, Ed.D, University of Wyoming

McClaran, Steve (2008) Professor Exercise Science, Health Promotion, and Recreation, BS, MA, University of Northern Colorado; MS, Colorado State University; Ph.D., University of Wisconsin

McGettigan, Timothy (2000) Professor of Sociology; BA, University of California, Santa Barbara; MA, Ph.D., Washington State University

Mejias, Roberto J. (2013) Assistant Professor of Computer Information Systems; BS, MS, Ph.D., University of Arizona

Melnykov, Igor (2005) Associate Professor of Mathematics; BS, Kharkov State Polytechnic University, Kharkov, Ukraine; Ph.D., Bowling Green State University

Messer, Chris (2008) Associate Professor of Sociology; BA, MA, Ph.D., Oklahoma State University

Metchkov, Zahari (2010) Associate Professor of Music; BM, MM, DMA, Cleveland Institute of Music

Mills, Alan W. (2008) Director of Bands and Associate Professor of Music; BA, University of Minnesota-Morris; M.M.E., University of Colorado; M.M., University of Arizona, Ph.D., Florida State University

Mincic, Michael A. (2005) Associate Professor and Department Chair of Civil Engineering Technology, Construction Management, and Automotive Industry Management; BSCET, Colorado State University-Pueblo; M.Ed., Colorado State University; Professional Surveyor-Colorado and New Mexico

Montoya, Fawn-Amber (2007) Associate Professor and Coordinator of Chicano/a Studies; BA, Brigham Young University; MA, Ph.D., University of Arizona

Montoya, Yvonne (2012) Assistant Professor of Communication and Rhetoric and Director of Honors Program; BA, University of Colorado-Boulder; MA, University of Phoenix; Ph.D., Arizona State University

Morales, Juan (2007) Associate Professor of English and Director of Creative Writing; BA, Colorado State University-Pueblo; MFA, University of New Mexico

Nichols, Janet G. (1977) Associate Professor of Mathematics; BA, Adelphi University; MS, Lehigh University

O'Connor, John K. (2008) Associate Professor of Philosophy; BA, Middle Tennessee State University; MA, Northern Illinois University; Ph.D., Boston College

Pardue, Karen (2005) Associate Professor of Library Services; BA, University of Colorado-Colorado Springs; MSLIS, University of Illinois at Urbana-Champaign

Peters, Caroline (2006) Assistant Professor of Art; BFA, Northern Illinois University; MFA, University of Montana

Peters, Timothy W. (2005) Associate Professor of Education; BA, Carleton College; MS, University of Michigan; Ed.D., University of Wyoming

Piazza, Jenny (1996) Associate Professor of Education; BA, Park College; MA, Adams State College; Ed.D., Oklahoma State University

Picci, Chris L. (2008) Ass Professor of Italian; BA, Gonzaga University; MA, Ph.D., University of Oregon

Pickerill, Marie (2017) Assistant Professor of Athletic Training; BS, BA Tulane University; MS University of Arizona; Ph.D., Oregon State University

Poritz, Jonathan (2007) Associate Professor of Mathematics; A.B., Harvard University, S.M., Ph.D., University of Chicago

Proctor, Kristina G. (1989) Professor of Chemistry; BS, Colorado State University-Pueblo; Ph.D., Colorado State University

Ramos, Claire V. (2013) Assistant Professor of Biology; BA, Bowdoin College; Ph.D., Washington State University

Rees, Jonathan (1999) Professor of History; BA, University of Pennsylvania; MA, Ph.D., University of Wisconsin-Madison

Regassa, Hailu (1989) Professor of Finance; BBA, Haile Selassie University, Ethiopia; MBA, Ph.D., University of Oregon

Reilly-Sandoval, Arlene (2016) Associate Professor of Social Work; BA, University of Colorado-Colorado Springs; MSW, Colorado State University-Fort Collins; DSW, Capella University

Ribadeneira, Alegria (2006) Associate Professor of Spanish; BA, Fort Lewis College; MA, Ph.D., University of Florida, Gainesville

Richmond, Pam (2009) Associate Professor of Social Work; BA, Saint Joseph College; MSW, University of Wisconsin-Milwaukee; Ph.D., Ohio State University

Robbe, Cathi J. (2006) Associate Professor of Automotive Industry Management; BS, Colorado State University-Pueblo; MS, Capella University

Rochester, Christine (2000) Professor of Exercise Science, Health Promotion, and Recreation; BS, Indiana University of Pennsylvania; MS, Canisius College; Ed.D., University of Northern Colorado

Sandmeier, Franziska (2016) Assistant Professor of Biology; BA, University of California-Berkley; Ph.D., University of Nevada-Reno

Schippers, Betsy (2016) Assistant Professor of Library Services; BA, Dordt College; MLIS, University of Western Ontario

Schlosser, Jennifer (2016) Assistant Professor of Sociology/Anthropology; BS, Missouri State University; MA, Ph.D., University of Missouri

Shah, Abhay (1988) Department Chair, Hasan School of Business and Professor of Marketing; BA, St. Xavier's College (Calcutta University); MBA, University of Evansville; Ph.D., Oklahoma State University

Shen, Jiayi (2016) Assistant Professor of Mass Communications; BA, Communication University of China; MFA, Southern Illinois University

Smith, Jeff (2006) Associate Professor of Biology; BA, BS, University of Minnesota; Ph.D., University of New Mexico School of Medicine

Steel, J. Jordan (2015) Assistant Professor of Biology, BS, Brigham Young University, Idaho; Ph.D., Colorado State University

Taylor, Cynthia (1989) Associate Professor of English and Chair of the Department of English and Foreign Languages; BA, MA, University of Idaho; Ph.D., University of Minnesota

Taylor, Ted (1990) Assistant Professor of English; BA, MA, University of Idaho; Ph.D., University of Minnesota

Vanden Heuvel, Brian D. (2004) Professor of Biology, CBASE Director; BS, Colorado State University; Ph.D., University of Texas at Austin

Van Winkle, Kevin (2017) Assistant Professor of English and World Languages; BA, University of Colorado at Colorado Springs; MA, Colorado State University; Ph. D., Texas Tech University

Velasco, Jonathan B. (2017) Assistant Professor of Chemistry; BS, MS, University of Texas-Pan American; Ph.D., University of Nebraska-Lincoln

Viall, Elizabeth (2016) Assistant Professor of Mass Communications; BA, Eastern Washington University; MA, University of Alabama; Ph.D., Indiana University

Volk, David (2013) Associate Professor of Music and Department Chair; BM, MM, Florida State University; DMA, University of Georgia

Wakefield, Michael (2000) Professor of Management; BA, MBA, New Mexico State University; Ph.D., University of Nebraska-Lincoln

Walker, W. Richard (2015) Associate Professor of Psychology; BA, Ohio State University; MS, Ph.D., Kansas State University; Ph.D.,

Weller, Grant (2016) Associate Professor of History and Chair of History, Political Science, Philosophy, and Geography; BA, Pennsylvania State University; MA, University of North Dakota; Ph.D., Temple University

Whited, Hsin-hui (Ida) (2001) Professor of Finance; BS, Soochow University; MA, Ph.D., The Claremont Graduate School

Wollega, Ebisa (2015) Assistant Professor of Engineering; BS, Mekelle University, MS, Ph.D., University of Oklahoma

Wright, Carl (2013) Professor of Accounting; BS, Virginia State University; MBA, Virginia Commonwealth University; Ph.D., Jackson State University

Yescavage, Karen (1992) Professor of Psychology; BS, Northwest Missouri State University; MA, Ph.D., University of North Carolina-Greenboro

Zizza, Frank (2009) Professor of Mathematics; BS, CUNY Queens College; Ph.D., University of California, Berkeley

LECTURERS

Bremer, Adrienne (2006) Lecturer of Mathematics; BS, MS, University of Southern Mississippi

Brown, Paul (2011) Lecturer of Biology; BA, Earlham College; MS, Purdue University; MS, Washington University, St. Louis

Hanenberg, Shawna (2012) Lecture of Exercise Science Health Promotion and Recreation; BS, North Dakota State; MS, University of Kansas

Hawthorne, James (2005) Lecturer of English; BA, University of Kansas; MA, State University of New York at Stony Brook

Heedt, Dorothy (2009) Lecturer of English; BA, MA, Colorado State University-Pueblo

Hurley, Byron (2005) Lecturer of Mathematics; BS, South Dakota School of Mines and Technology; MS, University of Wyoming

Johnston, Tatiana (2007) Lecturer of Spanish; BA, MBA, DeVry University

Little, Constance (2008) Lecturer of English; BA, Western State College; MA, Colorado State University

Lobato, Matthew (2016) Lecturer of First Year Composition; BA, Colorado State University; MA Universidad de Alcalá

Maal, Diana (2008) Lecturer of Mathematics; BS, Texas A&M University; MS, University of Colorado-Colorado Springs

Marley, Karen (2010) Lecturer of Exercise Science, Health Promotion and Recreation; BA, MA, West Chester University; MA, University of Phoenix

Martinez, Wayne C. (2006) Lecturer of Computer Information Systems; BS, MBA, Colorado State University-Pueblo

Nyawalo, Shureka (2015) Lecturer of French; BA, Truman State University; MA, Penn State University

Pickering, Duane (1995) Lecturer of Mathematics; BA, MA, Adams State College

Saphara, Jason (2002) Lecturer of English; BA, Colorado State University-Pueblo; MA, Kansas State University

Sargeant, William (2009) Lecturer of Mathematics; BA, Elmira College; MS, Binghamton University

Satterfield, James R. (2014) Lecturer of Biology, BS, MS, Ph.D., Colorado State University

Spangler, Julie (2012) Lecturer of Physics; BS, Colorado State University-Pueblo; MS, University of Tennessee

Watkins, Tamara (1998) Lecturer of Mathematics; BA, Colorado School of Mines; MSANS, Colorado State University-Pueblo

Williams, Maureen (2016) Lecturer of Spanish; BA, McGill University; MA University of Connecticut

Wink, Geri (2004) Lecturer of Accounting; BBA, MBA, Sam Houston State University

ARTISTS-IN-RESIDENCE

De Luca, Mike (2006) Artist-in-Residence, Music; BA Colorado State University-Pueblo; MA, University of Colorado

Eastin, Charles Brad (2005) Artist-in-Residence, Music; BA, MM, University of South Florida

Eberhardt, Allan R. (1999) Artist-in-Residence, Music; BA, University of New Mexico; Graduate USAF NCO Academy

Eickelman, Diane (2012) Artist-in-Residence, Music; BA, Colorado State University-Pueblo; MM, University of New Mexico

Hsu, Timothy (2015) Artist-in-Residence, Music; BM, University of Central Oklahoma; MM, Peabody Conservatory

Turner, Aaron (2005) Artist-in-Residence; Music; BM, Lawrence University; MM, University of North Texas

Van Gilder, Ryan (2014) Artist-in-Residence; Music; BM, University of Iowa, MM University of Colorado; DMA University of Colorado

EMERITUS FACULTY

Abrahamson, Gayle (1985-2008) AA, BA, MAR, MA, Professor Emeritus of Library Services

Aguilar, Kay M. (1964-1999) BS, MA, Ed.D., Professor Emerita of Exercise Science and Health Promotion

Aichele, Ronald G. (1972-2006) BA, MA, Ph.D., Professor Emeritus of Philosophy

Allen, Ernest E., (1963-2002) BS, MA, MATM, Ed.D., Dean Emeritus of the College of Science and Mathematics and Professor Emeritus of Mathematics

Anderson, Deyrol E. (1983-2002) BA, MA, Ph.D., Professor Emeritus of Mass Communications

Anderson, Norris D. (1965-1984) BA, MA, Ed.D., Professor Emeritus of Education

Askwig, William J. (1962-1994) BSBA, MBA, Ph.D., Professor Emeritus of Economics

Bailey, Wade H. (1993-2013) BS, MS, Professor Emeritus of Civil Engineering Technology

Baldauf, Boyd J. (1964-1988) BS, MA, Ed.D., Professor Emeritus of Computer Science Technology

Banks, Jessie (1966-1996) BS, MA, Professor Emerita of Human Performance and Leisure Studies

Barber, Margaret (1995-2009) BA, MA, Ph.D., Professor Emerita of English

Barnett, Janet H. (1990-2018) BS, MA, Ph.D., Professor Emerita of Mathematics

Bartlett, Thomas J. (1967-1977) BS, MA, Professor Emeritus of Mathematics

Bassein, Beth Ann (1966-1991) BA, MA, Ph.D., Professor Emerita of English and Speech Communication

Benton, Johnny (1968-1996) BA, MA, Ph.D., Professor Emeritus of Speech Communication

Berardi, Gayle K. (1994-2018) Professor of Political Science; BA, MA, University of Colorado at Colorado Springs; Ph.D., University of Colorado

Billington, Peter J. (1989-2014) BS, MBA, Ph.D., Professor Emeritus of Management

Blandford, Robert D. (1965-1989) BS, MA, DA, Professor Emeritus of Mathematics

Borton, John M. (1983-2009) BA, MS, Ph.D., Professor Emeritus of Computer Information Systems

Bory, Rosanne (1984-2008) BA, MA, MA, Professor Emerita of Library Services

Bottini, Patrick W. (1968-1999) BS, MA, Professor Emeritus of Industrial Science and Technology

Bradley, Lawrence B. (1966-1988) BA, MA, Professor Emeritus of Speech Communication/Theater

Brassill, Joann A. (1967-1987) BA, MA, MFA, Professor Emerita of Art

Bright, Leon A. (1963-1995) BS, MA, Ph.D., Professor Emeritus of Foreign Language

Browne, James H. (1991-2007) AA, BA, MA, Ph.D., Professor Emeritus of Management

Cain, Robert L. (1970-1993) BA, MLS, Professor Emeritus of Library Services

Cameron, James (1970-2003) BA, MA, Ph.D., Professor Emeritus of Psychology

Carrasco, Hector R. (1993-2013) BSME, MSME, Ph.D., Professor Emeritus of Engineering and Dean Emeritus of the College of Education, Engineering and Professional Studies

Chen, Frank (1982-2005) BSME, MSME, Ph.D., Professor Emeritus of Mechanical Engineering Technology

Cheng, Joseph K. (1973-2005) BS, MS, Ph.D., Professor Emeritus of Civil Engineering Technology

Cobián-Klein, Dora Luz (1995-2017) BA, MA, Ph.D., Professor Emeritus of Spanish

Connelly, Jerald (1979-1990) BS, Ph.D., Professor Emeritus of Chemistry

Cook, Robert N. (1981-1999) BEE, MSE, M.SC., Ph.D., Professor Emeritus of Computer Information Systems

Cotner, Jane (1960-1976) AB, BSLS, Professor Emerita of Library Sciences

Covi, Silvio (1986-2008) B.Th., MA, Ph.D., Professor Emeritus, of English/Foreign Languages

Croxton, Carol (1978-1994) BA, MA, Ph.D., Professor Emerita of English

Davison, Earl (1950-1975) BS, Professor Emeritus of Industrial Technology

Derr, James, B. (1984-2007) BA, Ph.D., Professor Emeritus of Mathematics

Dhatt, Yashwant S. (1983-2003) B.Comm, MA, MBA, Ph.D., Professor Emeritus of Finance

Dille, Ralph (1976-1996) BA, BS, MA, Ph.D., Professor Emeritus of English

Dorsch, John A. (1965-2003) BA, MS, Ph.D., Professor Emeritus of Biology

Driscoll, Donald J. (1965-2001) BA, MA, Ph.D., Professor Emeritus of Philosophy

Eisenbeis, Richard H. (1988-2005) BA, MS, Ph.D., Professor Emeritus of Management

Farley, Mary (1991-1996) BSN, MS, Ph.D., Professor Emerita of Nursing

Farwell, Hermon W. (1966-1984) AB, MA, Professor Emeritus of Speech Communication

Forsyth, Dan W. (1983-2014) BA, MA, Ph.D., Professor Emeritus of Anthropology

Fouts, Kenneth B. (1962-1985) AA, BFA, MA, Ph.D., Professor Emeritus of Speech Communication

Gill, John (1971-1999) BS, MA, Ph.D., Professor Emeritus of Mathematics

Green, Pearl (Penny) (1982-2014) BA, MA, Ph.D., Professor Emerita of Sociology

Hammer, Charles R. (1964-1995) BS, Ph.D., Professor Emeritus of Chemistry

Hench, Robert W. (1965-1993) BFA, MA, Professor Emeritus of Art

Herrmann, Scott J. (1968-2014) BS, Ph.D., Professor Emeritus of Biology

Hobbs, Harold C. (1966-1984) BA, MA, Ph.D., Professor Emeritus of Psychology

Ihrig, Paul R. (1946-1971) BS, MA, Professor Emeritus of Fine Arts

Janes, Donald W. (1963-1993) BA, MA, Ph.D., Professor Emeritus of Biology

Jensen, Carl G. (1970-2004) BS, MAT, MFA, Professor Emeritus of Art

Joyce, Richard (1994-2016) BS, MA, Associate Professor Emeritus of Mass Communications and New Media

Keller, Robert L. (1974-2005) BA, MS, Ph.D., Professor Emeritus of Sociology

Kent, (Kahn) Theodore C. (1965-1978) BA, MA, Ph.D., Sc.D., Professor Emeritus of Behavioral Science

Kleszynski, Margaret (2000-2014) BA, MLS, MS, Professor Emerita of Library Services

Knight, Douglas W. (1980-2003) BS, MS, Ph.D.; Professor Emeritus of Computer Information Systems

Knight, Shirley (1972-2000) AA, BSCE, MSCE, Professor Emerita of Civil Engineering Technology

Krinsky, Richard (1968-2005) BA, MA, Ph.D., Professor Emeritus of Psychology

Krinsky, Suzanne G. (1968-2005) BA, MA, Ph.D., Professor Emerita of Psychology

Kulkosky, Paul J. (1984-2010) BA, MA, Ph.D., Professor Emeritus of Psychology

Kuntzman, Ann (1993-2002) BA, MLS, Professor Emerita of Library Services

Li, Hung C. (1965-1990) BA, MS, Ph.D., Professor Emeritus of Mathematics

Linam, Jay (1965-1991) BS, MS, Ph.D., Professor Emeritus of Biology

Loats, Carol (1993-2014) BA, MA, Ph.D., Professor Emerita of History

Madrid, Leasher Dennis (1976-2013) BA, MS, Ph.D., Professor Emeritus of Psychology

Mahan, Kent (1969-1997) BS, Ph.D., Professor Emeritus of Chemistry

Marino, Charles J. (1966-1999) BA, BFA, MA, Professor Emeritus of Art

Marquesen, Victoria (1999-2014) BA, MA, Ph.D., Professor Emerita of Teacher Education

Martinet, Anthony (1969-1990) BS, M.Ed., Professor Emeritus of Automotive Parts and Service Management

Massey, Frank A. (1963-2003) BIE, BBA, MS MFA, Ph.D., Professor Emeritus of Engineering

McCanne, Roy (1974-1994) BA, MA, Ed.D., Professor Emeritus of Education

Meyer, Russell J. (2000-2011) BA, MA, Ph.D., Professor Emeritus of English

Miller, Glenn W. (1974-2003) BA, MA, Professor Emeritus of Mass Communication

Miller, Margaret (1976-1990) BA, MS, Ph.D., Professor Emerita of Teacher Education

Miller, Robert E. (1952-1983) BS, MS, Professor Emeritus of Chemistry

Milne, Donald C. (1965-1993) BA, MA, Ph.D., Professor Emeritus of English/Foreign Languages

Mo, Suchoon S. (1973-2002) BS, Ph.D., Professor Emeritus of Psychology

Moffeit, Tony (1976-2003) BS, MLS, Professor Emeritus of Library Science

Montgomery-Ratcliff, Barbara M. (2001-2012) BS, MA, Ph.D., Professor Emerita of Speech

Moore, Beverly (1970-2001) AA, BA, MA, Dean Emerita, University Library and Professor Emerita of Library Services

Morales, Heberto (1987-1999) Ph.D., Professor Emeritus of Foreign Language

Mullen, Jennifer (1990-2013) BA, MA, Professor Emerita of Mass Communications and New Media

Muller, Doyle K. (1963-1999) BM, BA, Professor Emeritus of Music

Murray, Hallard (1969-1997) Professor Emeritus of Biology

Nicholl, Larimore R. (1968-2003) BA, MA, Professor Emeritus of Philosophy

O'Leary, Emmett (1972-2005) BA, MA, Ph.D., Professor Emeritus of Speech Communication

Olin, Carol M. (1971-1991) BA, MA, Professor Emerita of English

Orman, Patricia (1978-2010) BA, MA, Ph.D., Professor Emerita of Mass Communications

Osborn, Neal L. (1965-2004) BA, BA, MS, Ph.D., Professor Emeritus of Biology

Padgett, John J. (1967-1999) BS, MBA, Professor Emeritus of Computer Information Systems

Perkins, David M. (1978-1995) BSEE, MSEE, Professor Emeritus of Electronics Engineering Technology

Phillips, David L. (1971-1995) BS, MS, Ph.D., Professor Emeritus of Mathematics

Plonkey, Kenneth (1968-1998) BA, MA, Ph.D., Professor Emeritus of Theatre

Post-Gorden, Joan C. (1970-1999) BS, MS, Ph.D., Professor Emerita of Psychology

Reiff, Glenn A. (1978-1989) BS, MS, Professor Emeritus of Electronics Engineering Technology

Reinier, Edward R. (1964-1988) BS, MA, Professor Emeritus of Management

Rodriguez-Arenas, Flor-Maria (1955-2014) MA, Ph.D., Professor Emerita of English/Foreign Languages (Spanish)

Ryan, John E. (1980-2012) BA, MA, Ph.D., Professor Emeritus of Education

Sabo, Barbara J. (1974-2004) RN, AA, BS, MS, Ph.D., Professor Emerita of Nursing

Sadler, George (1965-1987) BS, MS, Ph.D., Professor Emeritus of Economics

Sajbel, Edward (1955-1989) AA, BA, MA, Professor Emeritus of Art

Sandoval, David A. (1980-2011) BS, MA, Ph.D., Professor Emeritus of History

Sauer, Wolfgang (1993-2007) Diplom Ingenieur, Ph.D., Professor Emeritus of Mechanical Engineering

Senatore, Margaret L. (1964-2003) BA, MA, Professor Emerita of English

Sheidley, William E. (1994-2008) BA, MA, Ph.D., Professor Emeritus of English/Foreign Languages

Sherman, John R. (1971-2005) BA, MA, Ph.D., Professor Emeritus of Speech Communication

Shih, Tsang Yu (Tom) (1964-1984) BSM, Professor Emeritus of Metallurgical Engineering Technology

Shirley, Robert C. (1984-1996) BA, MA, Ph.D., President Emeritus and Professor Emeritus of Management

Simms, Houston C. (1947-1975) BA, MA, Professor Emeritus of Biology

Sisson, Ray (1960-1996) AA, BSEE, MSEE, Ed.D., Professor Emeritus of Engineering and Dean Emeritus of the College of Applied Science and Engineering Technology

Smith, John E. (1962-1989) AA, BA, Ph.D., Professor Emeritus of Chemistry

Smith, Robert (1969-1996) BA, MA, Professor Emeritus of Computer Information Systems

Socha, Frances J. (1967-1982) BSN, MA, Professor Emerita of Nursing

Solis, Jose (1963-1996) BS, MSW, Professor Emeritus of Social Work

Spenny, David L. (1980-2004) BS, Ph.D., Professor Emeritus of Physics

Steen, Melva (1992-2001) BSN, MA, Professor Emerita of Nursing

Stjernholm, Kirstine (1967-1995) BA, MA, Professor Emerita of Library Services

Strobel, John D. (1960-1993) BME, MM, DMA, Professor Emeritus of Music

Stutters, Donald G. (1960-1992) BA, MA, Ed.D., Professor Emeritus of Human Performance and Leisure Studies

Stuyt, Jeff A. (1999-2013) Associate Professor Emeritus of Exercise Science, Health Promotion, and Recreation

Sublette, James E. (1984-1995) BS, MS, Ph.D., Professor Emeritus of Biology

Sullivan, Daniel R. (1970-2012) BA, MLS, Professor Emeritus of Library Services

Sweet, Jerry (1969-1999) AAS, BSMET, MS, Ph.D., Professor Emeritus of Mechanical Engineering Technology

Tedrow, Charles E. (1968-1993) AB, MA, Professor Emeritus of Industrial Science Technology

Valerio, Luis G. (1975-2005) BA, MA, Ph.D., Professor Emeritus of Teacher Education

Vorndam, Paul E. (1994-2005) BA, MS, Ph.D., Professor Emeritus of Chemistry

Vunovich, Bogdan (Bob) (1967-1988) AB, MA, Professor Emeritus of Mathematics

Wack, Dunstan J. (1969-1982) BS, MA, Ph.D., Professor Emeritus of Psychology

Wallen, Marta J. (1987-2014) MS, Ph.D., Professor Emerita of Physics

Wands, Robert (1963-1996) BFA, MA, Professor Emeritus of Art

Warfield, Dale E. (1971-1995) AA, BEE, MSEE, Professor Emeritus of Electrical Engineering Technology

Watkins, Sallie A. (1966-1988) BS, MS, Ph.D., Professor Emerita of Physics

Weinhouse, Donald S. (1991-2005) BA, MA, M.Ed., Ph.D., Professor Emeritus of Teacher Education

Whitmer, Jean J. (1970-1987) BA, MA, Ph.D., Professor Emerita of Education

Whitsitt, Ronald G. (1959-1989) BA, MA, Professor Emeritus of English

Wilkin, Ted (1999) Professor Emeritus of History

Wilkes, Linda M. (1983-2011) BA, Ph.D., Professor Emerita of Chemistry

Williams, Euphemia G. (1995-2002) BS, MS, Ph.D., Professor Emerita of Nursing

Withnell, Melvin C. (1967-1994) BS, MS, MA, Ph.D., Professor Emeritus of Mathematics

Wright, Will (1986-2008) BA, MA, Ph.D., Professor Emeritus of Sociology

Zeis, Charles (1987-2010) BA, MS, Ph.D., Professor Emeritus of Business Administration

INDEX

A

Academic Dishonesty.....	49	Appeals Process	22
Academic Improvement Program.....	81	Advanced Placement	55
Academic Policies	49	Advanced Placement (AP) Equivalency Chart	70
Academic Probation	54	Advisement, Academic Student	63
Academic Renewal.....	24	Center for Academic Enrichment	
Academic Standing		First-Year Student Advising.....	81
(Undergraduate)	54	Undeclared Students Advising for	
(Graduate Program)	90	Continuing and New Transfer Students).....	81
Academic Standards (Graduate Program)	90	Graduate Program.....	90
Academic Suspension.....	54	Agribusiness Emphasis.....	224
Academic Transcript.....	61	Course Descriptions, AREC	237
Academic Year.....	49	Affirmative Action/Equal Opportunity Commitment	17
Acceptance of Transfer Credit		American Sign Language, Course Descriptions, ASL... 240	
(Undergraduate Students).....	21	Anthony T. and Theresa H. Capps-Capozzolo Center	
(Graduate Students).....	89	for the Creative and Performing Arts	159
Accounting Major (Hasan School of Business)	223	Anthropology.....	199
Accounting Minor.....	223	Anthropology Minor	200
Course Descriptions, ACCTG.....	234	Course Descriptions, ANTHR.....	237
Accreditation (University)	16	Appeal Process	
Adding Courses/Late Add Policy.....	57	Academic Suspension.....	54
Addition of Independent Study and Extended		Financial Aid Suspension	31
Studies Courses	58	Grade	53
Address Changes.....	63	Graduate Programs.....	92
Administrative Drop for Non-Attendance.....	58	Retroactive Withdrawal.....	59
Administrative/Faculty (University Personnel)	321	Transferred Credits	21
Administrative Offices (University Personnel)	320	Tuition.....	36
Administrative/Professional Staff (University Personnel) 321		Application Deadlines (Admission).....	19
Admission.....	19	Art Department.....	159
CSU-Pueblo Online	80	Art Major, BA Degree	160
Degree-Plus (Second Baccalaureate Degree).....	23	Art Major, BFA Degree	161
Entering Freshman.....	19	Art Education K-12 Emphasis.....	160
Admission Requirements.....	20	ART History Emphasis	160
Admission Standards.....	19	Art Minor.....	161
Application Deadlines	19	Course Descriptions, ART	237
Basic Skills Assessment.....	20	Artists-in-Residence (University Personnel).....	330
Enrollment Deposit	19	Assessment of Student Learning	68
Higher Education Admission Requirements		Associated Students' Government (ASG)	42
(HEAR).....	20	Course Descriptions, AT	240
Residency (for tuition purposes)		Athletics	81
ASSET	26	Massari Arena	81
Residency Classification	25	Neta and Eddie DeRose ThunderBowl.....	81
Residency Requirements.....	28	Rawlings Sports Complex	81
Graduate Admission	87	Attendance, Class	50
International Students.....	23	Administrative Drop for Non-Attendance	58
Non-Degree Students.....	24	Auditor of Classes.....	51
Guest (No Credit)	24, 51	Automotive Industry Management Program.....	117
Guest (For Credit).....	24, 51	Automotive Industry Management Major.....	117
High School University Program.....	25	Automotive Industry Management Minor.....	118
Senior Citizen	25, 51	Course Descriptions, AIM.....	236
Graduate		Awarding of Grades	52
Guest (For Credit) Student Status (Graduate) ..88			
Non-Degree Status (Graduate).....	88		
Returning Students (Readmit)	24		
Transfer Students	21		
Transfer of Credit.....	21		

B

Baccalaureate Degree Requirements	63
Bachelor of Arts Degree: World Language	
Requirement.....	65
Basic Skills Assessment	20

Colorado State University System		Creative Writing Minor.....	167
Board of Governors	320	Credit for Prior Learning	
Board of Governors Non-Discrimination Policy.....	17	(Undergraduate Students).....	56
Colorado State University System Staff.....	320	(Graduate Students).....	89
Joint Proclamation Against Sexual Misconduct	18	Credit Hours and Class Hours.....	55
Colorado Student Grant (CSG)	33	Crestone Residence Hall	39
Colorado Work-Study	33	Criminology Major	197
Commencement (Ceremony)	62	Course Descriptions, CRIM.....	257
Communication & Rhetoric		Cross Cultural (CC) Requirement	67, 233
Course Descriptions, COMR	256	CSU-Pueblo Online.....	80
Communication & Rhetoric Minor.....	171	Culebra Residence Hall	39
Commuter Student Lounge	42	Culturally and Linguistically Diverse Education	
Commuter Student Program	42	Course Descriptions, CLDE.....	255
Composition/Music Theory Minor.....	187		
Comprehensive Examinations (Graduate Program).....	91	D	
Computational Mathematics Minor	215	DANTES Examination.....	56
Computer Information Systems Major	225	DSST (DANTES) Equivalency Chart.....	73
Computer Information Systems Major	226	Data Analytics Minor	225
Computer Information Systems Minor	227	Deans' List	54
Course Descriptions, CIS	253	Degree-Plus (Second Baccalaureate Degree)	23, 65
Cyber Security Emphasis	227	Degree Posthumous	62
Data Analytics Emphasis.....	227	Degree Requirements (Undergraduates).....	63
Software Development Emphasis.....	227	Degree Programs (also see each college).....	8
NSA-CAE Certificate in Cyber Security Defense.....	228	Delinquent Student Accounts.....	37
Concurrent (Double) Degrees	64	Diplomas	62
Conditional Status (Graduate Program)	88	Direct Loans, Federal.....	34
Construction Management Program.....	121	Directory (Telephone)	4
Construction Management Major.....	121	Disability Resource & Support Center.....	44
Course Descriptions, CM.....	255	Dishonesty, Academic.....	49
Integrated BS-CM/MBA (3+2 Program)	99, 123, 231	Diversity Studies Certificate Program.....	163
Continuous Registration (Graduate Program)	89	Diversity Studies Course Description, DS	260
Contract Board (Meal Plan) Policies.....	39	Double (Concurrent) Degrees	64
Cooperative Education	80	Double (Second) Major	64
Counseling Center (Student).....	44	Dropping Courses	58
Course		Drug Free Schools and Communities Act (DFSCA).....	45
Adding Courses/Late Add Policy	57	Dual Degree Credit (Graduate Program)	90
Dropping Courses.....	58		
Course Withdrawal	58	E	
Course Description Information.....	233	Economics Major.....	228
Course Descriptions.....	234	Finance Emphasis.....	228
Course Explanatory Notes	233	Economics Minor.....	228
Cancellation of Courses	233	Finance Minor.....	228
Cross Cultural (CC) Requirement.....	67, 233	Course Descriptions, ECON.....	261
Cross-listed Courses	233	Course Descriptions, FIN	279
Corequisite	233	Early Childhood Education Program	150
Numbering of Courses.....	233	Early Childhood Education Major	151
Prerequisite	233	K-3 Emphasis	152
Minimum Grade for Prerequisite	233	Early Childhood Education Course	
Repeatable	233	Descriptions, ECE	260
Variable Credit Courses	233	Education Course Descriptions, ED.....	262
Course Loads (Undergraduate Students).....	55	Education, Engineering, and Professional	
Course Loads (Graduate Students)	90	Studies, College of	116
Course Numbering	233	Education, Master of (M.Ed.)	99
Course Prefixes.....	234	Art Education Emphasis	102
Course Repeat Policy		Curriculum and Instruction Emphasis.....	102
Undergraduate Student	57		
Graduate Program (Academic Standing).....	90		
Course Withdrawal	58		

Early Childhood Education Emphasis.....	102	Pre-Athletic Training Emphasis	136
Early Learning Emphasis.....	102	Recreation Emphasis	137
Health & Physical Education Emphasis.....	102	Strength & Conditioning Emphasis.....	137
Instructional Technology Emphasis.....	103	Coaching Minor	139
Linguistically Diverse Education Emphasis	103	Exercise Science and Health	
Music Education Emphasis.....	103, 156	Promotion Minor	139
Space Studies for Educators Emphasis	103	Outdoor Physical Education Minor	139
Special Education Emphasis	104	Fitness and Recreational Sports	
World Language Emphasis	102	Management Minor.....	140
Education Minor	147	Recreation Minor.....	140
Educational Opportunity Center (EOC), TRiO.....	46	Course Descriptions, AT.....	240
Electrical Engineering Course Descriptions, EE.....	266	Course Descriptions, EXHP	275
Emeritus Faculty (University Personnel)	330	Course Descriptions, REC.....	310
Emphasis Area/Track/Specialization/Concentration.....	64	Exit Counseling and Transcript Holds (Financial Aid)	34
Engineering (MS)	105	Experiential Credit Courses	60
Mechatronics Emphasis	105	Designated Experiential Education Courses	60
Railroad Engineering Certificate.....	108	Extended Studies	82
Railroad Engineering Emphasis	106		
Engineering, Department of	124	F	
Engineering Major with a Specialization in		Faculty Initiated Student Withdrawal	58
Mechatronics	125	Faculty, Ranked (University Personnel).....	326
Industrial Engineering Major.....	127	Faculty Records	57
Engineering Minor	129	Faxing of Transcripts.....	61
Industrial Engineering Minor.....	129	Federal Direct Loans.....	34
Pre-Engineering Program.....	128	Federal Direct Loan Amounts.....	34
Sustainability Minor	129	Federal Direct Parent Loan for Undergraduate	
Lean Green Belt Certificate	130	Students (PLUS)	34
Six Sigma Green Belt Certificate	131	Federal Pell Grant.....	33
Course Descriptions, EN	267	Federal Supplement Education Opportunity	
Engineering Technology, Construction and		Grant (FSEOG)	33
Automotive Industry Management, Department of ..	117	Federal Work-Study	34
English as a Second Language		FERPA (Family Educational Rights and Privacy Act).....	49
Course Descriptions, ESL	274	Final Examinations.....	57
English/World Language Department.....	164	Finance Course Descriptions, FIN	279
English (M.A.).....	109	Finance Minor	228
English 3+2 Plan (BA/MA)	110, 167	Financial Aid.....	30
English Program.....	164	Exit Counseling and Transcript Holds	34
English Major.....	165	Financial Aid Application Steps	30
English Secondary Teaching Endorsement		Financial Aid Programs	33
Emphasis.....	166	Grants.....	33
Creative Writing Emphasis	166	Student Loans	34
Communication & Rhetoric Minor.....	171	Scholarships.....	35
Creative Writing Minor.....	167	Work-Study.....	33
English Minor.....	165	How Aid is Determined.....	35
Graduate Certificate in English.....	110	Last Date of Attendance.....	36
Course Descriptions, COMR	256		
Course Descriptions, ENG	270	Official Total Withdrawal (effects on tuition &	
Enrollment Status	51	financial aid)	32
Entering freshmen, Admission of	19	Satisfactory Academic Progress Policy	30
Equal Opportunity/Affirmative Action Commitment.....	17	Academic Plans.....	32
Equipment Rental, Outdoor Pursuits.....	41	Appeal Procedure, Financial Aid Suspension.....	31
Exercise Science, Health Promotion, and		Cumulative Grade Point Average (GPA)	31
Recreation Department.....	132	Completion Percentage (Pace)	31
Exercise Science, Health Promotion and Recreation....	132	Maximum Time Frame.....	31
General Exercise Science Emphasis.....	133	Eligible	31
Health Promotion Emphasis	134	Probation.....	31
Physical Education K-12 Teacher		Suspended, Financial Aid	31
Preparation Emphasis.....	135		

Warning.....	31	Graduate Work Taken by Seniors	88
Financial Aid Policies (Student).....	30	Graduation Contracts	62
First-Year Student Advising.....	81	Graduation with University Honors.....	62
Fitness and Recreational Sports Management Minor....	140	Graduation Rate.....	69
Food Service Locations.....	84	Graduation Requirements	
Foundation Office (University Personnel).....	321	Graduate Program.....	88
Fraternity and Sorority Life	43	Undergraduate Degree.....	63
Freedom of Expression and Inquiry	69	Grants (Financial Aid)	33
French Course Descriptions, FRN.....	279	Colorado Student Grant (CSG)	33
French Minor	170	Federal Pell Grant	33
Full-Time/Half-Time Student Enrollment	51	Federal Supplemental Education Opportunity Grant (FSEOG)	33
G			
Gen Ed Tutoring Center	81	Greenhorn Residence Hall.....	39
General Education Requirement	65	Group Fitness.....	40
Skills Component.....	66	Guest Student	
Knowledge Component	67	Guest (No Credit)	24, 51
Cross-Cultural (CC) Requirement.....	67	Guest (For Credit)	24, 51
Course Substitutions	68	Graduate Guest (For Credit) Student Status	88
Geography	177	H	
Course Descriptions, GEOG.....	280	Half-Time/Full-Time Student Enrollment	51
Geology Course Descriptions, GEOL.....	280	Hasan School of Business	220
German Course Descriptions, GER	281	Health Education and Prevention (HEP) Program	45
Good Academic Standing.....	54	Health Services (Student)	46
Governance (University).....	16	High School University Program	25
Grades and the Grading System.....	52	Higher Education Act (HEA) Reporting Requirements ..	157
Awarding of Grades.....	52	Higher Education Admission Requirements (HEAR).....	20
Grade Change Policy/Academic Appeals.....	53	History (University).....	14
Grade Changes	53	History/Political Science/Philosophy/Geography	
Grade-Point Average Computation.....	53	Department.....	172
Grading System.....	52	History Program	172
Graduate Administration.....	87	History Major	173
Graduate Admission.....	87	Secondary Education Emphasis.....	173
Conditional Status	88	History Minor	173
Guest (For Credit) Student Status	88	Course Descriptions, HIST	281
Non-Degree Seeking Students	88	Homeland Security, Center for the Study of.....	175
Non-Degree Status	88	Homeland Security Minor	175
Regular Status.....	87	Homeland Security Studies Certificate	175
Graduate Admissions Policies and Procedures	87	Honors Minor Program.....	79
Appeals	92	Honors Course Descriptions, HONOR	282
Graduate Advising.....	90	Honors (University) at Graduation.....	62
Graduate Assistantships (MSISE Program)	108	Housing, Residence Life and	38
Graduate Degree Programs	87	Application Information (Residence Halls).....	39
Graduate Enrollment Requirement.....	90	Contract Board (Meal Plan) Policies.....	39
Graduate Fresh Start.....	91		
Graduate Majors/Emphasis Areas, List of.....	9	Live-in Requirement.....	38
Graduate Policies and Procedures.....	87	Residence Halls	
Graduate Programs.....	87	Crestone Residence Hall.....	39
Graduate Programs in Natural Sciences	92	Culebra Residence Hall.....	39
Biochemistry (MS)	95	Greenhorn Residence Hall	39
Biochemistry 3+2 Plan (BS/MS)	97, 209	University Village at Walking Stick	39
Biology (MS).....	92	Application Information for University Village	39
Biology 3+2 Plan (BS/MS)	94, 203	How to Order a Transcript.....	61
Chemistry (MS).....	94	Humanities and Social Sciences, College of.....	158
Chemistry 3+2 Plan (BS/MS).....	95, 209		
Graduation Requirements of College of Humanities and Social Sciences	159	I	

N

National Student Exchange (NSE)	82
Neta and Eddie DeRose ThunderBowl.....	81
New Student Orientation/Thunderwolf Welcome.....	42
Non-Attendance, Administrative Drop for	58
Non-Degree Status (Graduate Program).....	88
Non-Degree Students (Admission).....	24
Non-Profit Administration Minor	189
Course Descriptions, NPA.....	298
NSA-CAE Certificate in Cyber Security Defense.....	228
Nursing (MS)	111
Emphasis Areas:	
Adult/Gerontology Acute Care Nurse Practitioner.....	111
Adult/Gerontology Acute Care/Family Nurse Practitioner.....	112
Nurse Educator Emphasis	113
Psychiatric-Mental Health Nurse Practitioner	113
Post Masters Certification.....	115
Nursing Department (See under School of Nursing)	140

O

Occhiato Student Center	84
Office of Diversity & Inclusion(ODI)	41
Academic Support	41
Diversity.....	41
Facilities, Technology, and Equipment	41
Leadership.....	41
Office of the President (University Personnel).....	320
Office of the Provost (University Personnel).....	320
Office of the Vice President for Finance and Administration (University Personnel).....	320
Office of the Vice President of Enrollment Management and Student Services (University Personnel)	321
Oral Defense of Research (Graduate Program).....	92
Organ Performance Minor.....	188
Organizations, Services (Student).....	43
Orientation/Thunderwolf Welcome (New Student)	42
Outdoor Physical Education Minor	139
Outdoor Programs/Trips.....	40
Outdoor Pursuits	40
Overloads, Course (Academic)	55

P

Parking Decals/Permits	85
Payment of Tuition and Fees	36
Performance Certificate within the Music Education Emphasis.....	186
Personnel (University)	320
Philosophy Program	176
Philosophy Minor	177
Course Descriptions, PHIL	303
Physics/Physical Science Program	216
Physics Major	217
Physics/Math Double Major.....	217

Physical Science Secondary Certification

Emphasis.....	218
Physics Secondary Certification Emphasis	218
Physics Minor	219
Course Descriptions, PHYS	303
Political Science Program	173
Political Science Major	174
Secondary Education Emphasis.....	174
Political Science Minor	174
Homeland Security Minor	175
Homeland Security Studies Certificate	175
Course Descriptions, POLSC	305
Post Masters Certification (Nursing).....	115
Posthumous Degree	62
Pre Engineering Program.....	128
President's Leadership Program.....	77
Leadership Studies Minor.....	78
Course Descriptions, PLP	305
Prior Learning Assessment	55
Advanced Placement	55
AP Equivalency Chart	70
CLEP (College Level Examination Program).....	56
CLEP Equivalency Chart.....	72
Credit by Examination (In house subject area exams) ..	56
DANTES.....	56
DSST (DANTES) Equivalency Chart.....	73
General Education Test-Out Policy (In-House)	56
International Baccalaureate Diploma Program	56
IB Equivalency Chart.....	74
Prior Learning, Credit for	
(Undergraduate)	56
(Graduate).....	89
Probation, Academic.....	54
Professional Biology Minor.....	206
Professional Staff (University Personnel).....	321
Proof of Immunization	63
Psychology Department.....	190
Psychology Major	190
Psychology Minor	191
Course Descriptions, PSYCH.....	307

R

Rank, Class.....	62
Ranked Faculty (University Personnel)	326
Rawlings Outdoor Sports Complex	81
Reading Program	156
Reading Minor	156
Course Descriptions, RDG	309
Recreation, Student	40
Group Fitness.....	40
Intramural and Club Sports.....	40
Outdoor Pursuits	40
Challenge Course/Team Development Programs ..	41
Equipment Rental.....	41
Outdoor Programs/Trips.....	40
Rock Climbing Wall	41
Recreation Minor.....	140

Course Descriptions, REC.....	310	Course Descriptions, SW	316
Registration	63	Sociology/Criminology/Anthropology/ Social Science Department	195
Advisement.....	63	Criminology Major	197
Change of Address.....	63	Sociology Major.....	196
Immunization Requirement.....	63	Sociology Minor.....	197
Repeating Courses for Academic Credit (Undergraduate) ..	57	Course Descriptions, CRIM.....	257
Individual Courses which may be Repeatable for Credit.....	57	Course Descriptions, SOC	312
Residence Hall Association (RHA)	38	Course Descriptions, SOCSOC	314
Residence Life and Housing	38	Sorority and Fraternity Life.....	43
Application Information	39	Spanish Course Descriptions, SPN.....	314
Contract Board (Meal Plan) Policies.....	39	Spanish Major (See under World Language-Spanish).....	169
Live-in Requirement	38	Spanish Minor	170
Residence Halls		Special Academic Programs and Services	77
Crestone Residence Hall.....	39	Specific Requirements for the Elementary Teaching Endorsements.....	149
Culebra Residence Hall.....	39	Specific Requirements for the Secondary and K-12 Teaching Endorsement.....	150
Greenhorn Residence Hall	39	Student Bill of Rights-Four Year Graduation Agreement ..	69
University Village at Walking Stick (Student Apartment Housing).....	39	Student Billing (Student Financial Services)	36
Residency Classification (for tuition purposes).....	25	Student Classification.....	51
Residency Requirements	25	Student Conduct & Case Management, Office of.....	46
Retroactive Withdrawal	59	Student Code of Conduct	46
Appeals Process.....	59	Student Counseling Center	44
Returning Students (Admission Requirement)	24	Student Employment (Work-Study).....	33
Rights Regarding Students' Educational Records.....	49	Student Engagement and Leadership.....	41
Rock Climbing Wall	41	Associated Students' Government (ASG)	42
Rocky Mountain PBS/KTSC-TV	84	Commuter Student Lounge	42
		Commuter Student Program.....	42
		Fraternity and Sorority Life	43
		Major Event Series	43
		Student Leadership	43
		Student Organizations	43
		ThunderWolf Welcome New Student Orientation	42
		Student Financial Services Policies	30
		Student Government (ASG).....	42
		Student Health Services.....	46
		Student Leadership	43
		Student Life.....	38
		Student Loans.....	34
		Student Organizations.....	43
		Academic Organizations.....	43
		Campus-Life Organizations	44
		Cultural Organizations.....	44
		Greek Letter Organizations	44
		Honor Societies	44
		Specific Interest Organizations.....	44
		Student Recreation	40
		Student Recreation Center Programs	40
		Student Rights and Responsibilities (Financial Aid).....	30
		Student Services.....	38
		Student Support Services, TRiO	47
		Student Teaching.....	148
		Study Abroad Programs.....	82
		Supervisory Management Minor	225
		Suspension (Academic)	54
		Appeal Process for Academic Suspension.....	55
		Suspension, Financial Aid (See Satisfactory	
S			
Same Masters Degree (Same Program).....	91		
Satisfactory Academic Progress Policy (Financial Aid) ...	30		
Appeal Procedure (Financial Aid Suspension)	31		
Schedule Changes, Class.....	57		
Adding Courses/Late Add Policy	57		
Addition of Independent Study and Extended Studies Courses	58		
Dropping Courses.....	58		
Science and Mathematics, College of	202		
Science Course Description, SCI	312		
Scholarships.....	35		
Impact on Financial Aid	35		
School of Nursing.....	140		
Nursing Major	143		
Course Descriptions, NSG	298		
Second Baccalaureate Degree (Degree-Plus)	23, 65		
Second (Double) Major	64		
Selective Entry and Retention in Teacher Education Admission	148		
Senior Citizens	25, 51		
Services, Support, and Student Development Programs ..	44		
Sex/Gender Discrimination and Sexual Misconduct Policy Statement.....	45		
Sexual Misconduct, Colorado State University System Joint Proclamation Against	18		
Six Sigma Green Belt Certificate.....	131		
Social Work Department.....	192		
Social Work Major	193		

Academic Progress Policy).....	30
Appeal Procedure for Financial Aid Suspension.....	31
Sustainability Minor	129

T

Table of Contents	3
Teacher Education Program	146
Teacher Licensure.....	149
Teaching Endorsement Areas	147
Elementary Teaching Endorsement	149
Secondary and K-12 Teaching Endorsement.....	150
Liberal Studies Program.....	152
Liberal Studies Major.....	154
Terms of This Catalog Issue	18
Test Out (Credit by Examination)	56
Thesis Instructions	91
Thesis.....	91
ThunderWolf Welcome New Student Orientation.....	42
Time Limitation on Credit	51
Time Limits Graduate Program	90
Total Withdrawal (from University)	58
Transcript Holds	
Transcript Holds and Delinquent Student Accounts ..	37
Transcripts of Credit (Academic Transcript)	61
Faxing Transcripts	61
Ordering Information.....	61
Payment of Transcripts.....	62
Transfer of Credit	
Undergraduate Degree.....	21
Graduate Degree.....	89
Transfer Students (Admission Requirements).....	21
TRiO Programs	
College Assistance Migrant Programs (CAMP)	47
Educational Opportunity Center (EOC)	46
Student Support Services.....	47
Upward Bound.....	47
Veterans Upward Bound	48
Tuition and Fees	36
Tuition Appeals.....	37
Tutoring Center, Gen Ed.....	81

U

Undergraduate Courses, (Graduate Program)	90
Undergraduate-Enrollment Status	51
University (CSU-Pueblo)	14
Accreditation.....	16
Affirmative Action/Equal Opportunity Commitment....	17
Campus	15
Campus Closure Process.....	16
Campus Email Policy.....	16
Clery Report	17
Governance.....	16
History	14
Mission	14
Terms of this Catalog Issue.....	18
University Honors at Graduation	62

University Honors Minor Program	79
University Library	85
University Personnel	320
University Programs and Services	81
University Studies	77
Course Descriptions, US	317
University Village at Walking Stick Student	
Apartment Housing.....	39
Application Information for University Village	39
Upward Bound, TRiO	47

V

Vehicle Parking Permits	85
Veteran Educational Benefits	35
Last Date of Attendance.....	36
Veteran's Upward Bound, TRiO	48
Visitor Center	19

W

Wildlife and Natural Resources Major	207
Aquatic Emphasis	208
Terrestrial Emphasis	207
Course Descriptions, WANR	318
Withdrawal, Course.....	58
Faculty Initiated Student Withdrawal	58
Withdrawal from the University (Total Withdrawal).....	58
Effects on Financial Aid.....	32
Military Withdrawal	59
Retroactive Withdrawal.....	59
Withdrawal Policy (Financial Services)	32
Women's Studies	200
Women's Studies Minor.....	200
Course Descriptions, WS	318
Work-Study (Student).....	33
World Language Course Descriptions, WL	318
World Language Requirement for Bachelor of	
Arts Degree	65
World Languages Program	168
World Language-Spanish Major	169
World Language-Spanish K-12 Emphasis.....	170
French Minor	170
Italian Minor.....	170
Spanish Minor	170
Course Descriptions, FRN.....	279
Course Descriptions, GER	281
Course Descriptions, ITL.....	283
Course Descriptions, SPN.....	314
Course Descriptions, WL.....	318
Writing Room	81