TABLE OF CONTENTS

HOME

THE UNIVERSITY

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 and doctorate degrees that meet regional and broad societal needs, including business, nursing, engineering, education, history and the sciences (biology, biochemistry, and chemistry).

As institutions of the CSU System, CSU Pueblo, CSU Fort Collins and CSU Global share many important values and commitments, even while they pursue different missions—CSU in Fort Collins as a large research, doctoral degree granting university, CSU Pueblo as a small comprehensive, master's degree granting university and CSU Global as a provider of innovative, higher learning opportunities for nontraditional students. All three universities are committed to excellence and strive to set the quality standards for their types of institutions. All three have excellent undergraduate and graduate programs that serve the citizens of Colorado through teaching, research, and service. All three universities promote civic engagement, freedom of expression, innovation, environmental sustainability, inclusiveness and diversity, integrity and mutual respect, and 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 its 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, extended studies and online 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 its student body. We have a diverse student body including traditional and non-traditional students, first-generation 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. Because more than 25 percent of our students are Hispanic (34 percent in Fall 2020), 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 today's 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 southern 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.

Our 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.

Years	Names
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

Our 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 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 up to 950 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.

CSU Pueblo has 22 athletic teams and is part of the Rocky Mountain Athletic Conference. 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.

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, and 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.

Vision, Mission, Values

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 2018, the University adopted a new vision and mission, Vision 2028 (https://www.csupueblo.edu/vision2028/), one that honors the city it is located in and reclaims a label once used to describe regional comprehensive universities. The University's new vision recommits it to people and community, which reflects its DNA and provides an opportunity to re-imagine what a university and community can accomplish together. This statement further articulates the campus mission and strategic goals.

Our Vision

To establish Colorado State University Pueblo as the people's university of the Southwest United States by 2028.

Our Mission

CSU Pueblo's success will be measured by the resilience, agility, and problem-solving abilities of our diverse student population and the ways in which our graduates are able to navigate work in a rapidly changing world.

Our Values

CSU Pueblo is dedicated to interdisciplinary learning and entrepreneurship that elevate our people and our community, creates educational opportunities, foster unique collaborations, and support inclusion, access, and affordability as a gateway to the world.

Governance & Accreditation

Governance

CSU Pueblo is governed by the Board of Governors of the Colorado State University System (http://www.csusystem.edu/board-of-governors/board-members/), 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, Communication 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.

Equal Opportunity/Affirmative Action

Equal Opportunity/Affirmative Action Commitment & Notice of Non-Discrimination

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 the Director of Institutional Equity.

Students seeking disability-related resources, adjustments, or who have other related concerns, should contact the Disability Resource & Support Center by phone at (719) 549-2648, by email at dro@csupueblo.edu, or in person at the Library and Academic Resource Center (LARC) Suite 187.

Employees seeking disability resources and accommodations or who have other related concerns, should contact the Director of Institutional Equity.

Please visit www.csupueblo.edu/institutional-equity (https://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) & 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 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 (https://www.csupueblo.edu/institutional-equity/) for more information.

Campus Safety
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 https://www.csupueblo.edu/campus-safety/index.html. (https://www.csupueblo.edu/campus-safety/)

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, Assistant Dean of Student Conduct and Residence Life & Housing.

Public Health Emergency Notification

In response to a public health emergency, the university may take any action in order to comply with any law, executive order, public health emergency order, and/or public health guidelines or recommendations, including without limitation temporarily closing or limiting access to campus and campus facilities, such as classrooms, offices, and on-campus housing, as well as temporarily closing or modifying university operations and modifying the method of academic instruction from in-person to remote or online instruction, or such other academic modifications as may be reasonable, practicable and necessary in response to a public health emergency.

In order to help protect the health and safety of the campus community and minimize disruption to the normal conduct and operations of the university, all students are required to comply with all university policies, procedures, protocols, directives and guidelines, including those relating to public health emergencies ("Public Health Emergency Rules"). The Public Health Emergency Rules may be updated, supplemented, or modified by the university at any time and for any reason, including but not limited to, complying with revised executive orders, public health orders or public health guidelines. Although the university takes reasonable steps to minimize risks to public health, the university cannot and does not guarantee protection from illness or complications that may result from illness. Students are responsible for educating themselves regarding all potential risks associated with a contagious disease and/or any other public health emergency and are required to take all necessary and reasonable steps to protect their health against contagious diseases and/or public health emergencies. Students voluntarily assume all risks related to exposure to contagious diseases and/or public health emergencies.

Tuition and fees for any academic year are approved by the Board of Governors of the Colorado State University System and are posted by the university. Students are advised that, in response to a public health emergency or potential public health emergency, some or all instruction for all or part of any particular academic year may be delivered remotely. Tuition and fees have been set regardless of the method of instruction and will not be refunded in the event instruction occurs remotely, in whole or in part, for any part of the academic year.

Campus 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., CSU Pueblo at Colorado Springs Tower locations and Ft. Carson) will be made by 5:30 a.m. when possible. 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 Marketing, Communications and Community Relations 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 update or opt-out of Emergency Text Messages, please visit your PAWS or Employee Portal and follow the instructions. 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:

- Campus-wide Delays and Cancellations
- Dangerous Situation
- Hazardous Materials Warning
- Severe Thunderstorm Warning

- Tornado Warning
- Blizzard Warning

If classes are cancelled, a message also will be posted on the University's home page at: http://www.csupueblo.edu (http://www.csupueblo.edu/). Class cancellations or delay notification also will include the Pueblo Transportation Company and any appropriate non-law enforcement organizations.

University Leadership
President's Cabinet

Name	Title
Mottet, Timothy	President
Abdelrahman, Mohamed	Provost and Executive Vice President of Academic Affairs
Holliday, Chrissy	Vice President of Enrollment Management, Communication, and Student Affairs
Rojas Sosa, Alejandro	Vice President for Finance and Administration
Abernathy, Kat	Executive Director, Office of Human Resources & Institutional Equity
Hoye, Greg	Executive Director of Marketing, Communications, and Community Relations
Humphrey, Marie	Senior Associate Vice President for Student Affairs & Dean of Students
Milliken, Chris	Executive Director of Information Technology Services
Plinske, Paul	Director of Athletics
Souder Hodge, Donna	Executive Director of Organizational Development
Toussaint, Niki	Chief of Staff
White Davis, Kristyn	Dean of Extended Studies

Deans & Administrators

Name	Title	Department
Caprioglio, Helen	Executive Director for Assessment and Institutional Effectiveness	Academic Affairs
Cason, Craig	Associate Vice President for Facilities Management	Facilities Management
Foust, Carol	Associate Dean	School of Health Sciences and Human Movement
Franta, Joe	Dean	College of Health, Education, and Nursing
Gonzales, Rhonda	Dean	Library Services
Humphrey, Marie	Senior Associate Vice President for Student Affairs & Dean of Students	Student Affairs
Lehmpuhl, David	Interim Dean	College of Science, Technology, Engineering, and Mathematics
Piquette, Jeff	Associate Dean and Professor of Education	College of Health, Education, and Nursing
Raymond, Bruce	Dean	Hasan School of Business
Robertshaw, Amy	Associate Vice President/Registrar	Enrollment Management and Student Affairs
Steffen, Leticia	Dean	College of Humanities, Arts, and Social Sciences
White Davis, Kristyn	Dean	Extended Studies

Directors

Name	Title	Department
Alexander, Aaron	Director	School of Creativity and Practice
Alfonso, Gena	Director of Student Engagement and Leadership	Student Life
Belport, Susan	Director of Graduate Studies	Academic Affairs
Brewer, Margaret	Budget Director	Finance and Administration
Cobb, Jennifer	Director & Title IX Coordinator	Office of Institutional Equity
Davidson, Abby	Director of Science Learning Center & Asst Director CBASE	Science Learning Center
Fendrich, Chris	Director	Auxiliary Services
Ferguson, Gina	Executive Director	TRIO Programs/Upward Bound
Ferguson, Nicole	Director of Student Conduct	Student Affairs
Fruland, Bonnie	Director	Center for International Programs and Inclusive Excellence
Gibson, Jeanne	Director	English Language Institute
Gjerde, Michelle	Director	Career Center
Hiniker, Justin	Director	Disability Resource and Support Center
Hoye, Greg	Director	Marketing, Communication, and Community Relations
Kingrey, Tiffany	Director	Admissions
Kinney, Chad	Director	Institute of Cannabis Research
Lopez, Derek	Director of Hispanic Serving Institute Inititives	Organizational Development
McElwain, Emily Bach	Director of Student Recreation	Student Affairs

Pena, Juanita	Director of Business Financial Services/ Controller	Business Financial Services
Pocius, Adam	Director of Academic Technology and Client Services	Information Technology
Quartiero, Nicole	Director of Office of Sponsored Programs/ Assistant Director, Institute of Cannabis Research	Office of the Provost
Samora, Tracy	Director of Alumni and Community Relations	Marketing, Communication, and Community Relations
Shilling, Corey	Director of Institutional Research	Office of the Provost
Trujillo-Martinez, Geraldine	Director of Purchasing	Finance and Administration
Vanden Heuvel, Brian	Executive Director of Undergraduate Studies	Academic Affairs
Wallgren, Jackie	Senior Associate Athletic Director	Athletics
Williamson, John	Senior Director of Research	Office of the Provost
Young, Gwen	Assistant Dean, Student Life/Director of Residence Life and Housing	Student Affairs

ADMISSION REQUIREMENTS

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. (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 admission process. Campus tours are available Monday thru Friday, and reservations can be made online at: www.csupueblo.edu/visit (http://www.csupueblo.edu/visit%20/) or by contacting the Visitor Center at (719) 549-2418 or visitorcenter@csupueblo.edu. (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 2021, Spring 2022, or Summer 2022.

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. CSU Pueblo is a moderately selective institution, and is committed to providing access to a 4-year college degree to any student is who academically prepared. The final admission decision is based on the applicant's potential for attaining a degree at the University. Standards for each student type may be found under their respective sections.

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. Additionally, some students may be required to take academic skill building and/or success courses as conditions of their admission.

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:

Semester	Date
Fall Semester	August 1
Spring Semester	January 2

Enrollment Deposit

New degree-seeking 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. Online, correspondence, and readmit/returning students are exempt from paying the enrollment deposit.

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

First-Time Students

First-time applicants are degree-seeking students who, at the time of application, have not yet completed college-level course work after high school graduation (not including the summer immediately following graduation). For these students, CSU Pueblo will use several indicators to determine a student's admissibility, including, high school GPA, rigor, and test scores (if provided).

Included below is a more information about each of these indicators, along with the middle 50% GPA and test score ranges for students admitted for Fall 2019. Many students who have test scores or GPAs outside of those ranges will still be admitted. These ranges are meant to help students see what CSU Pueblo is considering, but are not strict requirements that must be met.

GPA Indicator: 2.96-3.86

In general, students must have at least a 2.0 to be considered for admission. While there are some exceptions, they are reserved for students with extenuating circumstances.

Rigor Indicators

While CSU Pueblo will consider other indicators of rigor, it is recommended that students complete the following requirements:

Academic Area (Number of Units*)

- English (4)
- Mathematics (4)
- Natural Science (3)
- Social Science (3)
- World Language (1)
- Academic Electives (2)
- *Total (17)*

*An academic unit, often referred to as a Carnegie unit, is equivalent to one full school year of credit in a specific subject.

If a transcript includes both weighted and unweighted credentials, only the weighted credentials will be utilized by the University

ACT Score Indicator: 18-24

SAT Score Indicator: 940-1130

It is strongly recommended that students have at least a 14 on all subsections of the ACT or at least a 380 on all subsections of the SAT, though students with lower scores may still qualify for admission.

Test optional information: Students are not required to submit test scores to be considered for admission to CSU Pueblo, and may choose not to have their scores considered as part of the admission process. However, some scholarships do still use ACT or SAT scores to aid in their awards, so students are encouraged to consider submitting scores for that purpose if they have them.

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.

*For students with non-U.S. transcripts: All international documentation must be translated, certified, and authenticated through an approved credentialing agency. For further information regarding this process, refer to the International Students Admission Requirements (https://catalog.csupueblo.edu/admission- requirements/international-students) section of the catalog.

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.

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

Transfer Students

Transfer applicants are degree-seeking students who, at the time of application, have attempted college-level coursework after graduating high school or completing a GED program. Remedial courses, concurrent enrollment courses (courses taken while in high school), and courses taken at schools that are not regionally accredited do not count toward the total credit count.

Transfer students are required to submit the following:

- Completed application
- $25 application fee
- Official transcripts from all prior institutions*

*For students with non-U.S. transcripts: All international documentation must be translated, certified, and authenticated through an approved credentialing agency. For further information regarding this process, refer to the International Students Admission Requirements (p. 15) section of the catalog.

In general, students with at least a 2.3 cumulative transfer GPA who have successfully completed all basic skill coursework will be admitted to CSU Pueblo. Students who have not yet completed their basic skills courses or who have a GPA below a 2.3 are still encouraged to apply, and may be admitted on a probationary status.

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.

Degree Plus Students

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 considered for admission 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. Official transcripts of all work completed either in high school or in college (or the equivalent). Please see Non-U.S. Institution Transcript Requirements (below) for specific requirements.
3. 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.
4. Results of an English language proficiency test.

    - **First-time freshman 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.

Non-U.S. Institution Transcript Requirements

For academic coursework pursued at a non-U.S. institution, Colorado State University Pueblo requires students to provide and pay for translated, certified, and authenticated documents via a third-party agency authorized by the National Association of Credential Evaluation Services regardless of a student's residency status.

The following agencies are approved by CSU Pueblo and will ensure a more rapid acceptance and evaluation of transfer credits:

1. SpanTran
   - Divisional Course Analysis
   - https://spanside.secure.force.com/SpantranApplication?Id=3704b515-30c6-4202-bb7b-a303754ab06 (https://spanside.secure.force.com/SpantranApplication/?Id=3704b515-30c6-4202-bb7b-a303754ab061)
2. World Educations Services Inc. (WES ICAP)
   - Course-by-course evaluations
   - https://www.wes.org/evaluations-and-fees/education/freshman-admissions/
3. Educational Credential Evaluators Inc.
   - High school and university level course-by-course evaluations
   - https://www.ece.org/ECE/Individuals/Education-Reports
4. Academic Evaluation Service
   - Comprehensive evaluation for high school, secondary, higher education, and university level documents
   - https://aes-edu.org/website/home/service.cfm

The evaluation report must include a copy of the foreign credential and contain the following items:

1. Evaluation and verification of official documentation
2. US equivalence for each educational credential
3. Course-by-course analysis; including credits
4. Unit (high school), credit (university-level), and grade equivalents
5. Established US equivalent degree or years of study for higher education documents submitted
6. US grade point average (GPA) on a 4.0 scale
7. Date of graduation; if applicable
8. Accrediting body information

In addition, official transcripts, along with a completed set of mark sheets must be submitted from the sending institution (note: usually the agencies above can forward them to CSU Pueblo with the student approval). Transcripts must show courses taken, grades earned, length of classes, and length of school terms. Transcripts are required from each and every collegiate institution attended during and after graduation from high school. All transcripts must bear the official seal of the issuing institution and must be sent by that institution.

Official document should be mailed to:

Office of Admissions
Colorado State University Pueblo
201 Administration Building
2200 Bonforte Blvd.
Pueblo, CO 81001

For faster processing, submit all documents electronically to info@csupueblo.edu

Note: CSU Pueblo reserves the right to require official transcripts at any time during the application process and to rescind any offer of admission made if discrepancies between unofficial and official transcripts are found, if it is discovered that the educational history was incomplete, if there is any suspected forgery of the unofficial transcripts, or if upon final GPA and degree verification it is discovered that the minimum admission requirements were not met.

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.

Fresh Start

Undergraduate (non-transfer) students who earn a GPA of less than 1.000 in their first semester at CSU Pueblo will not have 3 semesters in which to earn a cumulative 2.000 GPA, and must make a choice:

- Take 1 – 3 semesters off, reapply and return with a Freshman Accelerated Fresh Start (see below)
- Continue attending the following semester and earn at least a term 2.000 GPA on 12 or more credits, and receive a third semester on probation; or earn less than a 2.0 term GPA and be academically dismissed.

Students are eligible for only one Fresh Start opportunity (regardless of whether it is a Freshman Accelerated Fresh Start or Academic Fresh Start)

Freshman Accelerated Fresh Start

The Freshman Accelerated Fresh Start opportunity is available for first-time, first-year students who finish their first semester at CSU Pueblo with a GPA below 1.000.

Students who meet these criteria will have the following option:

- Leave the University for 1-3 semesters (the summer session is not included in this count),
- Reapply/return to CSU Pueblo and begin earning a new cumulative GPA (first semester grades remain on the student's transcript but will not be calculated in their cumulative GPA),
- Complete a Returning Student Application accompanied by supplemental documentation that addresses a combination of factors, including evidence of maturity and/or academic success at another institution as well as their strengthened preparation for academic success at CSU Pueblo (details online at Admissions Office (https://www.csupueblo.edu/admissions/contact-us.html)).

Academic Fresh Start

Former CSU Pueblo undergraduate students may apply for Academic Fresh Start, a policy which allows students to establish a new academic record. A student may be granted Fresh Start only once.

Academic Fresh Start may be granted after at least two years have elapsed since the student's last term of enrollment as an admitted, degree-seeking student, regardless of the number of credits taken. Courses taken through Extended Studies as a guest student, or the CSU Pueblo Summer Session after being dismissed or ceasing enrollment as an admitted degree-seeking student will not count against the two-year interval required for Academic Fresh Start.

Eligibility for Fresh Start can be achieved in one or both of the following ways:

- Be successful in a job or volunteer experience and be able to supply strong letters of recommendation from your employer/supervisor (recommendations must not be from a family member or relative).
- Take at least 15 credits of academic courses either at another institution or as a guest student at CSU Pueblo and earn a 2.500 or higher cumulative GPA.

Students applying for Fresh Start will also need to:

1. Submit a Returning Student Application by the deadline for the appropriate semester.

2. Write a statement of motivation on why you would like to return to CSU Pueblo and why you think you are now ready to succeed. Analyze your past behavior and provide evidence of change and success since you left CSU Pueblo.

3. In your statement, include an action plan for academic success that you have researched and considered carefully. Describe specifically how you will utilize campus advising and resources. Review the Collaborative for Student Achievement (http://www.casa.colostate.edu/) website (http://oas.casa.colostate.edu/campus-resources/) at CSU Ft. Collins for suggested resources.

4. Submit all information to the Admissions Office (https://www.csupueblo.edu/admissions/contact-us.html).

A student granted Fresh Start and enrolled will have a demarcation on the permanent academic record to delineate the previous record from the new academic record achieved under the Fresh Start policy. Credits for those courses in which a grade of at least C- or S was awarded prior to the Fresh Start may be applied toward graduation requirements under the Fresh Start policy.

Only grades earned after the Fresh Start demarcation will be computed in the new GPA. Fresh Start may have implications regarding other requirements for graduation (https://catalog.colostate.edu/general-catalog/academic-standards/graduation/), such as upper-division and in-residence requirements.

If a student receives Fresh Start, the student must successfully complete at least 30 upper-division credits of course-work in residence at CSU Pueblo after the Fresh Start is granted in order to graduate.

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 (students completing approved collaboration programs may only be required to submit the application once). Guest (for credit) students are **NOT REQUIRED** to submit official transcripts, test scores or an application fee; however test scores or a transcript may be required to enroll in certain courses. Tuition and fees are based on the number of credits for which the student registers and students 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 55 years of age or older may audit courses on a space-available, non-degree student basis without paying tuition. Permission of the instructor is required. A grade of AU (no credit) will be posted.

Guest and senior citizen non-degree students are able to enroll into classes one week before classes start.

RESIDENCY

Initial residency classification at Colorado State University Pueblo is determined by the Office of Admissions based on information provided by the student during the application process. Students are responsible for checking the residency determination provided at the time of admission and for contacting the Office of Admissions prior to the start of classes with any questions. 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 proven 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 changes). 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**.

Residency Requirements

"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 owns 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 first Monday 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 the 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.

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 to the tuition classification officer. 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 first Monday in December for spring. Changes to tuition classification will only be made for current and future semesters.

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.

Non-Dependent Students

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.

Graduate applicants must meet the above requirements and must be continually pursuing college-level course work after graduating from a Colorado high school.

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-Citizen

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

Non-immigrants 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.

Legal Guardians

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.

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 (http://www.csupueblo.edu/student-financial-services/).

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 www.studentaid.gov (http://www.studentaid.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 (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 for 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 & 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, I, AU, 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) are placed on Financial Aid Suspension without warning period (see Evaluation below for more details on Student Financial Services Suspension, unless cumulative SAP standards are met.

Incompletes: At the time of evaluation (the end of each period of enrollment), Incompletes (grade of I) 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 (https://www.csupueblo.edu/current-students/) 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 time frame 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 Fresh Start situations. These two policies also have separate appeal procedures.

This SAP policy is effective July 1, 2018, and supersedes all other CSU Pueblo SAP policies published on the web and/or in prior catalogs.

Official/Unofficial 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 .
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.

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/student-financial-services/general-policies/index.html (https://www.csupueblo.edu/student-financial-services/general-policies/).

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[1]/total # of days in period of enrollment = percentage of aid earned

[1]   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 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 their instructor completes and submits to Student Financial Services the Verification of Attendance form 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.

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 Student Financial Services 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
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 (COA - EFC = Financial Need)

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 & 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 institution (host institution). Since 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 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 & 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**

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 (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.

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 students allow the interest to accrues while 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 in at least 6 credits. 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 enrollment In at least 6 credit hours.

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

Students are encouraged to visit: http://www.csupueblo.edu/student-financial-services/Scholarships (http://www.csupueblo.edu/student-financial-services/Scholarships/) 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 or the donor may cancel the scholarship. PELL grants are never reduced as the result of a scholarship.

Military & Veteran Success Center

The mission of the Military and Veteran Success Center (MVSC) is to offer a comprehensive experience that meets the needs of our veteran students from transition to graduation. The staff of MVSC will take a "student-first" approach. We are dedicated to providing excellence in customer service. The goal of the MVSC is to provide military, veteran, and dependent students with the resources and knowledge to be successful at Colorado State University-Pueblo. We assist student who wish to utilize veteran education benefits, Military TA and other military tuition assistance programs. We advocate for the military affiliated population on campus and strive to continually implement and improve processes and procedures that will help students further their education goals. The MVSC is here to assist veterans, active duty, guard and reserve members and their families with educational benefits, advising, tutoring, mentoring, financial assistance. The MVSC serves as the intermediary between students and the Department of Veteran Affairs. All students utilizing VA education benefits: Chapters 30, 31, 33, 35, and 1606, are required to contact the MVSC, complete a veterans education benefits orientation and submit the Certification Request Form. The MVSC is located in the Occhiato Student Center, room 114. We can be reached by telephone at (719) 549-2910, or by email at veteransuccess@csupueblo.edu. Visit our website at, https://www.csupueblo.edu/military-and-veteran-success-center.

Military Tuition Assistance

The process for utilizing military tuition assistance (TA) varies per branch. If assistance is needed in utilizing TA contact at the MVSC or your base education center before starting the semester. First time users must attend a briefing through their prospective education services office to begin using benefits. For more information, please visit the MVSC website: https://www.csupueblo.edu/military-and-veteran-success-center/, call (719) 549-2910 or email veteransuccess@csupueblo.edu

Scholarships

The MVSC 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 MVSC.

Eligibility

All students requesting certification of VA education benefits must apply at Va.gov/education/how-to-apply. The VA will determine the eligibility for education benenfits. The MVSC requests that you submit your Certificate of Eligibility. The MVSC processes veterans education benefits for CSU-Pueblo students each semester.

Withdrawals

When a student withdraws from one or more courses, as an institution, the MVSC is required to report the withdraws and to document the last day that the attendance. Per Isakson & Roe Public Law 116-315, Section 1019 students will be financially responsible to the University for any courses withdrawn from.

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.

Exit Counseling

Students who are graduating, totally withdrawing, dropping/withdrawing 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 (http://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 (http://www.studentaid.ed.gov/) or contacting their lender).

BUSINESS FINANCIAL SERVICES

Include Text Here

Billing

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

Tuition & Fees

Tuition and fee rates can be found on-line at Tuition and Fees Information for CSU-Pueblo | Business Financial Services | CSU-Pueblo (csupueblo.edu) (https://www.csupueblo.edu/business-financial-services/tuition-and-fees.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. To view your billing information please log into your PAWS account at Login | Student PAWS | CSU-Pueblo (csupueblo.edu) (https://paws.aisweb.csupueblo.edu/login/)

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 or Department of Revenue for tax offset

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.

Third Party Payments

All students who have a designated third party sponsor making payments towards their student bill must submit an authorization form to the appropriate department prior to the drop date for each semester.

- Military students will submit their authorization forms to the Military & Veterans Success Center (MVSC).
  - Location: Occhiato Student Center (OSC) Room 114
  - Phone Number: 719-549-2910
  - Email: veteransuccess@csupueblo.edu
- Concurrent students will submit their authorizations to Extended Studies.
  - Location: Library 267
  - Phone Number: 719-549-2316
  - Email: extendedstudies@csupueblo.edu
- Non-Military students will send their authorization to Student Billing.
  - Administration Building Room 212
  - Phone: 719-549-2181
  - Email: studentbilling@csupueblo.edu

Once the proper forms are received, invoicing for all third party sponsors will begin to be processed after the drop date for each semester. For further information please contact the appropriate office.

Request for Refund

Students who have a credit on their account 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. *Please allow up to two weeks for processing.* Students can pick up a request for refund from by visiting the Business 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/2019-request-for-refund-form.pdf

Direct Deposit

Students are encouraged to set up direct deposit for financial aid disbursements, request for refunds, and payroll. To access the Direct Deposit Authorization form, please follow the link below or visit Business Financial Services in the Administration Building Room 212. Forms can either be dropped off, faxed, or mailed using the information on the form. *Direct Deposit forms may take seven business days to be entered into the system once submitted.*

https://www.csupueblo.edu/student-financial-services/_doc/student-direct-deposit-form.pdf

Payment Due Dates

Student Balance is due in full on the specified date of each semester. Any remaining balance after the payment due date will be assessed a 1.5% finance charge each month a balance is carried forward. 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 and/or pending private loans received after late fees have been assessed. For important dates please visit the Billing web page at https://www.csupueblo.edu/business-financial-services/student-billing/index.html (https://www.csupueblo.edu/business-financial-services/student-billing/). For questions regarding your bill please contact Student Billing at 719-549-2181 or email us at studentbilling@csupueblo.edu.

To view your bill please visit your PAWS account at Login | Student PAWS | CSU-Pueblo (csupueblo.edu) (https://paws.aisweb.csupueblo.edu/login/).

1098-T

For instructions on accessing your 1098-T, please visit your PAWS account and select "Billing/Account Activity" and click on the tab titled "1098-T." To access your 1098-T tax form please visit the Heartland ECSI website below. For further questions please contact Business Financial Services.

https://heartland.ecsi.net/

STUDENT AFFAIRS

The Division of Student Affairs supports the University's mission by providing inclusive co-curricular learning experiences, support, and services for our diverse student population by holistically developing students to have purpose and positive impact in their communities. The organizational structure is comprised of four pillars. The pillars are: Student Engagement/Events & Leadership, Student Health & Well-being, Student Life, and Student Support & Advocacy.

Student Affairs
Occhiato Student Center Suite 201
Phone: 719-549-2586

Student Engagement/Events & Leadership

Student Engagement/Events & Leadership provides students with co-curricular learning and leadership development opportunities through activities, events, student organizations, fraternity and sorority life, orientation and transition programs, and commencement which promote and enhance their student experience and provide them with a sense of belonging at the University. Student Engagement and Leadership is comprised of: Associated Students' Government; Orientation & University Events; Commencement Ceremonies; Student Involvement and Organizations; Fraternity and Sorority Life; Pack Pantry: Non-Traditional/Commuter Student Programs; and Parent and Family Programs.

Student Health & Well-Being

The Student Health & Well-Being pillar supports student success through strategically integrated resources for total well-being. This pillar of programs and services support both the psychological and physical well-being of university students. This integrated well-being model creates a campus culture that values health and wellness as a key component of success for students while attending the University and in their future lives. This pillar is comprised of the following units and programs: Wolfpack Wellness Center, Health Education & Promotion; and the Counseling Center.

Student Life

The Student Life pillar provides opportunities, including a broad range of programs and activities that support the social, cultural, and intellectual vitality of student life for students both off and on campus. These programs strengthen personal growth, support accountability and community standards, and enhance good citizenship development. The Student Life pillar provides quality, student-focused programs and services that encourage the development of an involved and educated community. This pillar is comprised of the following units and programs: Student Conduct; Residence Life & Housing; and Student Recreation Service & Facilities.

Student Support & Advocacy

The Student Support & Advocacy pillar helps students to reach their full potential while at the university by providing educational opportunity and increased cultural awareness through initiatives and services. This pillar empowers students by developing academic and social skills, fostering resilience, expanding awareness of resources, and cultivating the ability to navigate the communities in which they live and learn. Additionally, this unit supports the Dean's Office with Student Affairs' programs, including Pack CARES and Student Affairs' Assessment. The Center is the embodiment of this pillar. The Center promotes inclusive excellence through CAMP; Spiritual Life, First-Generation Mentoring Programs, UnDocu Student Support, HSI Initiatives, Study Abroad, the English Language Institute, National Student Exchange, and International Programs.

Associated Student 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.

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 Center for International Programs and Inclusive Excellence in OSC 104/106.

Career Center

The Colorado State University Pueblo Career Center is part of the Professional Academic & Career Knowledge Center, otherwise known as the PACK Center. 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 several Career Fairs. i.e. Industry Night, Nursing Fair, Fall Internship and Spring Career Fair(s).

All off-campus employment, full, part-time, seasonal, and internship opportunities are posted on Handshake. Every student has their own Handshake account, just needs to be activated through PAWS as soon as you enroll. Resources information such as Salary Surveys, How to Search for a Job, Dining Etiquette, Career Closet, 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 169. 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 (http://www.csupueblo.edu/careercenter/).

Center for International Programs & Inclusive Excellence

The Center

The Center for International Programs and Inclusive Excellence (The Center) develops, promotes, and supports a welcoming environment for our diverse campus community by promoting equity, educational opportunities, global understanding, and intercultural awareness where all members are valued, supported, and respected.

Located in the Occhiato Student Center (OSC), room 104/106, the Center is a space for students to seek resources and find community. Programs housed in The Center are the following: CAMP Spiritual Life, First-Generation Mentoring Programs, UnDocu Student Support, HSI Initatives, Study Abroad, the English Language Institute, National Student Exchange, and International Programs.

The Center staff maintains an open door policy, ensuring that every student has an opportunity to be heard and helped when needed.

Inclusive Excellence
Diversity

The Center 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, International Education Week, Lesbian, Gay, Bisexual, and Transgender History Month, Native American Heritage Month, Women's History Month, Asian & Pacific Islander Heritage Month, and more.

Training

The Center provides diversity training to students throughout the academic year on topics including cultural awareness, safe zone/LGBTQ+ Ally training, microaggression training, undocumented student support, supporting first generation college students, and more. Student organizations and departments can request training sessions by contacting the Center at 719-549-2329.

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 Center provides information for students to learn about educational and career opportunities. The Center 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

Facilities, Technology, and Equipment

The Center offers space for students to gather and meet. There are computer workstations, study areas, a microwave, a television, and conference room for meetings and study group sessions. The Center is open from 8:00 a.m. until 5:00 p.m. Monday through Friday and offers extended hours to accommodate student organizations throughout the academic year. The Center is available upon request for the utilization of student organizations, departments, or committees by calling (719) 549-2329.

Support for International Students

International Student Orientation

All new international students to CSU Pueblo are required to participate in a mandatory orientation upon arrival. During orientation, new students will learn important information about maintaining their visa status and ways to be successful as a student. New students will be administered English, math, and reading placement exams. Results will determine registration into the appropriate course(s) and do not interfere with admission to the University.

Advising

Academic advising is provided for first year international students.

Activities

International students are encouraged to participate in all activities offered by CSU Pueblo. In addition, the Center hosts individual events throughout the academic year. Annual events include International Education Week, holiday celebrations, and other cultural programs.

English Language Institute (ELI)

The ELI of CSU Pueblo 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

The Center is also the origination point for those CSU Pueblo students interested in Study Abroad and Student Exchange Programs. Such opportunities allow students to study in accredited universities throughout the world. Acceptance into regular major programs, pending proof of language proficiency. Contact: intprog@csupueblo.edu for further information.

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 Center. Other academic tutoring is available across campus in various academic subjects.

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 cultural 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 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 Center is located in the OSC, Suite 104/106. Phone: (719) 549-2329.

Study Abroad Programs

Colorado State University Pueblo recognizes 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, or competency in subjects offered in international settings, are encouraged to contact The Center. 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 or email strider.swope@csupueblo.edu. Contact may be made directly with the study abroad coordinator by visiting Suite 104/106 in the Occhiato Student Center.

Commencement Ceremonies

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 accords.

First-Generation Programs

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: https://trioeoc.wixsite.com/mysite (https://trioeoc.wixsite.com/mysite/).

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 post-secondary 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, Hope Academy, and South High School.

Services include:

- Academic Advising
- Mentoring Program
- Academic Skills Workshops
- Financial Literacy
- Career Exploration Activities
- College Access Programming & Support
- Field Trips & 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 719-549-2538 or visit our website at https://www.csupueblo.edu/trio/talent-search/index.html. (http://www.csupueblo.edu/trio/talent-search/)

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
- 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: https://www.csupueblo.edu/trio/student-support-services/index.html (https://www.csupueblo.edu/trio/student-support-services/)

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. (http://www.csupueblo.edu/TRIO/UB/Pages/default.aspx)

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: https://www.vubcolorado.org/.

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

Greek 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. Omega Delta Phi Fraternity – CSU Pueblo Colony,
4. Alpha Psi Lambda Co-ed Fraternity – Alpha Zeta Chapter and
5. Lambda Chi Alpha Fraternity – Delta Omega Chapter.

Contact (719) 549-2225 for more information or to learn how you can get involved with a Greek-Letter Organization.

Health Education & Promotion (HEP) Program

Our mission is to provide prevention education, healthy living, and learning opportunities in order to sustain a wellness-focused environment that further develops academics and success for students of Colorado State University Pueblo. The Health Education and Promotion (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 Promotion (HEP) Program, call (719) 549-2121.

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

Drug Free Schools & 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.

Major Events

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, contact the Office of Student Engagement & Leadership at (719) 549-2687.

Orientation & University Events

ThunderWolf Welcome New Student Orientation (NSO), in collaboration with the Division of Student Affairs, creates an inclusive and welcoming environment for incoming students, providing opportunities for a successful transition into the CSU Pueblo campus community. Thunderwolf Welcome NSO introduces new students to the curricular

and co-curricular expectations of CSU Pueblo and the resources they will need for successful completion of their degree.

New Student Orientation (NSO) also develops student leaders who participate by becoming NSO Orientation Leaders. Participating students learn to work with incoming students, while also learning new skills and working collaboratively with other student leaders. If you are interested in becoming a New Student Orientation Leader, you can visit the Student Engagement and Leadership office in OSC 102.

New Student Convocation

From the Latin convocation meaning "to call/come together", New Student Convocation assembles the university's campus community to celebrate the beginning of incoming students' collegiate and academic journey here at CSU Pueblo.

At this ceremony, new students receive their "Pack On" t-shirts and learn the CSU Pueblo Fight Song with their fellow classmates. New students are also welcomed by university administrators who will participate in and lead the students through the Academic Pledge and pinning ceremony. Family members and friends are encouraged to attend. No tickets are required.

Pack CARES

The Pack CARES Team is a campus resource dedicated to assisting students who may be in distress or who may be experiencing challenging or difficult life circumstances. The Pack CARES Team also provides consultation and intervention resources when students exhibit aggressive, concerning, or disruptive behaviors. If you are worried about a CSU Pueblo student who may be struggling or whose behavior is concerning, please submit a **Pack CARES Referral**.

Circumstances that may prompt you submit a Pack CARES referral:

- A student is struggling with a difficult life circumstance or health issue;
- A student is displaying unusual or out-of-character behavior;
- A student is communicating thoughts of harm to self, others or locations;
- A student is experiencing significant loss such as the death of a family member or loss of safe housing;
- A student is missing class for an extended period of time;
- A student is non-responsive to outreach attempts;
- A student is displaying unhealthy or dangerous patterns of behavior;
- A student is experiencing a high level of stress;
- A student is displaying behavior that is disruptive or negatively impacting the classroom or work environment; or
- A student is posting concerning messages on social media.

When in doubt: Sense something - Say something. Even if you aren't sure whether to share a concern, it's better to submit the information you have and someone from the Pack CARES Team will respond to your concern(s). If you have an immediate, urgent concern for someone's life/safety, call 911.

Pack Pantry

The Pack Pantry serves any student, faculty, or staff member of CSU Pueblo that is experiencing food insecurity. Currently, the pantry carries food, hygiene items, and school supplies for those in need. The pantry is a partner agency to the Care and Share Food Bank of Southern Colorado and receives and purchases food items from the Care and Share Warehouse in Pueblo, as well as in-kind donations and monetary donations from donors. The pantry is located in Occhiato Student Center 007.

CSU Pueblo community members who require food packages can visit www.csupueblo.edu/pack-pantry (http://www.csupueblo.edu/pack-pantry/), or visit the Student Engagement and Leadership office located in OSC 102.

Parent & Family Programs/ Orientation

We value our Pack Family members and know that you provide a very important role in the success of your college student. It's important to us that families understand ways they can support their student throughout their college experience. In conjunction with New Student Orientation, we will offer special online programs for family members to learn about available resources and services for students. Parent and Family Orientation is your opportunity to become familiar with all things CSU Pueblo as you support your student through their transition. You will virtually interact with the faculty and staff behind the services and resources that will play an important role in your student's CSU Pueblo experience. You will also receive valuable tips about what it means to be a CSU Pueblo Family member and the ways that you can be most helpful to your student during this transition and beyond.

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

Post-Traditional/Commuter Student Programs

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.campuslabs.com/engage/.

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 OSC.

Residence Life & 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.

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 for students living in the residence halls.

Live-On Requirement

CSU Pueblo requires all newly admitted First Year and Transfer students, under 21 years of age, with a home address outside a 50 mile radius to the university, who graduated high school or the equivalent in the preceding academic year to live on campus for two academic years (four complete academic semesters, excluding summer).

All newly admitted First Year, Transfer, and Returning students, under 21 years of age, with a home address outside a 50 mile radius to the university, who graduated high school or the equivalent two academic years prior are required to live on campus for one academic year (two complete academic semesters, excluding summer). *For example, if a student graduated high school in the 2019/2020 academic year, the student is required to live on campus for the 2020/2021 and 2021/2022 academic years. If that same student who graduated in Spring of 2020, transferred in for Fall of 2020, 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 a 50 mile radius.
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 credit hours or taking all online classes.
6. Student is a member of the United States military who has served for one year or more.
7. Student is exempted for medical reasons.

Students seeking an exemption from the live-on requirement for housing must complete a Housing Exemption Form and receive approval. Residence Life and Housing staff 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 lounge area with adjacent small study rooms, laundry room, mail boxes, and a food venue offering soups, snacks, and sandwiches. A 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 lounge area and adjacent small study rooms, laundry room, mailboxes, warming kitchen, and classroom. A 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.

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.

Meal plan information can be found on the Auxiliary Services (https://www.csupueblo.edu/auxiliary-services/meal-plans.html) website.

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 (https://www.csupueblo.edu/residence-life-and-housing/moving-on-campus/room-information.html), each consisting of 4-bedrooms and 2-bathrooms. All utilities are included in the housing plan.

Academic year occupancy begins August 21st and extends through May 7th. 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.

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.

Spiritual Life

For some community members, religion and spirituality play a significant role in their identity. For others, it's something they may be curious about. Spiritual life at CSU Pueblo aims to connect interested students to faith based or spiritual communities either on campus or in Pueblo. Check Packlink for a current list of student organizations or contact the Center for International Programs and Inclusive Excellence (The Center) for more information.

Packlink: https://csupueblo.campuslabs.com/engage/

The Center for International Programs and Inclusive Excellence: OSC 104/106, 719-549-2329

Student Affairs Assessment

The purpose of assessment in Student Affairs is to evaluate our activities, programs, facilities and services based on our goals and learning outcomes. Assessment data is collected in the form of attendance tracking, surveys, focus groups, and more. Through evaluation of assessment data, the division will work to make continuous improvements within the division to ensure our learning outcomes are being met with the goal of optimizing student success.

Mission Statement for the Division of Student Affairs

The Division of Student Affairs supports the University's mission by providing inclusive co-curricular learning experiences, support, and services for our diverse student population by holistically developing students to have purpose and a positive impact in their communities.

Goals

1. Support students' holistic learning and development.
2. Promote students' sense of belonging.
3. Use assessment to inform practice and make improvements.
4. Develop student and professional staff professional competences to respond to changing needs of our diverse student population.

Council for the Advancement of Standards in Higher Education (CAS) Student Learning Domain

CAS Standards promote quality assurance, student learning, and professional integrity. The Student Learning Domains are incorporated into assessment practices in the Division of Student Affairs.

1. Knowledge Acquisition
2. Cognitive Complexity
3. Intrapersonal Development
4. Interpersonal Competency
5. Humanitarianism and Civic Engagement
6. Practical Competence

Student Affairs' Learning Outcomes

Students participating in Student Affairs activities, programs, facilities and services will:

1. Attain leadership skills that support their academic and personal development.
2. Attain and apply knowledge that will support their persistence through graduation.
3. Develop resilience and healthy life skills.
4. Recognize and appreciate differences within their own communities and of communities unlike their own.

Assessment Cycle

Learning outcomes will be assessed on a four year cycle using both qualitative and qualitative methodologies. Assessment results will be used to identify student needs and inform initiatives to promote student success.

For questions regarding assessment, please contact the Office of Student Affairs at 719-549-2586.

Student Conduct & Community Standards

The Office of Student Conduct and Community Standards at Colorado State University Pueblo supports the University's and Student Affairs' missions by providing programs and services designed to foster a positive and safe environment for student learning. The Office of Student Conduct and Community Standards 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 consequences of their conduct.

Student behavior at CSU Pueblo is governed by the Student Code of Conduct (https://www.csupueblo.edu/student-affairs/_doc/code-of-conduct-2019-20.pdf), which describes the University's expectations of its students and the procedures by which allegations of misconduct, inclusive of academic integrity, will be reviewed.

Students should also be aware of other policies that inform their behavior, such as the:

- Residence Life Handbook (https://www.csupueblo.edu/residence-life-and-housing/_doc/res-life-handbook-18-19.pdf)
- Information Technology Policies (http://csu-pueblo-policies.colostate.edu/policy.aspx?id=27)
- Athletic Department's Standards of Conduct (http://www.gothunderwolves.com/athletics/athletes/CSU-Pueblo_Student_Athlete_Standards.pdf) (if applicable)

Questions about policies and procedures may be directed to the Office of Student Conduct and Community Standards, which may be reached at 719.549.2092 or by contacting the Director via email at nicole.ferguson@csupueblo.edu.

Student Counseling Center

The Student Counseling Center is committed to providing a professional and confidential setting that meets the physological, emotional and developmental needs of students as they pursue their academic goals. We strive to promote culturally responsible services to assist in the student's growth and understanding of themselves to help maximize emotional wellness.

Services Offered

The Student Counseling Center offers traditional therapy as well as Acudetox, Acupressure beads, animal assisted therapy, and medication management.

Confidentiality

All visits to the Student 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 have 8 free visits with a counselor per semester, which is paid for by student fees. Visits with the Psychiatric Nurse Practitioner are NOT included in the 8 visits, and are based on the needs of the students to manage medication. If a student exceeds the 8 visits within the semester, there will be a charge of $10.00 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 Student Counseling Center is located in the lower level of the newly renovated Psychology Building.

Phone: (719) 549-2838.

Student Health Services
Wolfpack Wellness Center

The mission of the Wolfpack Wellness Center is to provide holistic care that promotes resiliency, agility, growth and success (R.A.G.S.) in the student population.

There is currently no charge for an appointment to see the Nurse Practitioners in the Center. Students may, however, incur charges for laboratory tests, physical and specialty exams, procedures or dispensed medications. Forms of payment include cash, check, credit or debit card and ThunderCard. There is a $10.00 no call, no show fee that will be added to the student's account if the student does not cancel a scheduled appointment.

Students are encouraged to visit the Wolfpack Wellness Center whenever necessary. The licensed, professional staff consists of nationally board certified Nurse Practitioners. Patients are seen by appointment, however, walk in appointments are available and will be seen at the first available time. Appointments may be made by calling the Wolfpack Wellness Center at 719-549-2830.

All immunization records **must** be entered into the Wolfpack Wellness Center web portal within the first fourteen days of the semester. If the information is not documented, the student will not be allowed to register for classes for the following semester until the records are completed. Students will receive the form to be filled out on the web portal. Students may log in to the portal by the use of their pack email user name and password. The form may be completed on-line and documentation of immunizations may be uploaded from the portal. Other forms will be available for students on the web portal such as; medical history forms, release of information forms, HIPAA privacy notice with accompanying signature, authorization to treat minors, emergency contact forms and permission to allow the Center to contact students by text messaging and appointment reminders. In the event, the student requires laboratory or diagnostic tests, the results will be available for the individual student on the web portal. The web address is the same as above, www.csupueblo.studenthealthportal.com.

- **Student vaccine requirements are subject to change and will be reflected on the immunization information page of our Wolfpack Wellness Center:** https://www.csupueblo.edu/student-health-services/immunization-and-screening.html

Wolfpack Wellness Center is located in room 172 in the Center for Integrated Health and Humanities. The telephone number is 719 549-2830. Fax number is 719 549-2646. Email is shs@csupueblo.edu or the above mentioned web portal is accessible.

Student Involvement & Organizations
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.

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 https://csupueblo.campuslabs.com/engage/. 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 at https://csupueblo.campuslabs.com/engage/.

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 & Wellness Club
- CSU Pueblo Student Chapter of the Wildlife Society
- Enactus
- English Club
- History Club
- Honors Club
- HSB Accounting Club
- Institute of Electrical & Electronics Engineers
- Institute of Industrial Engineering
- Marketing Club
- Math & Physics Club
- Medical Science Society
- National Association of Music Education
- Physical Educators Club
- Political Science Club
- Pre-Vet Club
- Psychology 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

Cultural Organizations

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

Greek Letter Organizations

- Alpha Kappa Alpha
- Alpha Psi Lambda
- Alpha Sigma Alpha
- Fraternity & Sorority Council
- Lambda Chi Alpha
- Lambda Theta Nu
- Omega Delta Phi

Honor Societies

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

Specific Interest Organizations

- Anime Club
- Army (ROTC)
- Campus Crusade for Christ
- Fellowship of Christian Athletes
- Residence Hall Association
- Student Veterans of America
- CSU Pueblo Muslims
- CSU Pueblo Young Democrats
- Young Americans for Freedom

Student Recreation Services

ThunderWolf Recreation Services & Facilities 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 and outdoor seating area
- Health and wellness suite
- Outdoor athletic track and artificial turf field
- Outdoor challenge (ropes) course
- Outdoor Pursuits Program (equipment rental program and trips)

Sports & Competition

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, Women's Volleyball, Racquetball, and Squash.

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.

Group Fitness

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

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

Outdoor 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.

Team Development Programs/Challenge Course

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.

The 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.

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 weekdays during the fall and spring semesters

Equipment Rental Shop

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 but is not limited to:

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

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 Conduct

Academic Misconduct

Academic misconduct 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 misconduct, the instructor will follow protocol as identified by their department. Academic misconduct is grounds for disciplinary action by both the instructor and the Director of Student Conduct and Community Standards. Any student found to have engaged in academic misconduct 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 misconduct, 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 misconduct is a behavioral issue as well as an issue of academic performance. As such, it is 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 and Community Standards who may initiate additional disciplinary action. The decision by the Office of Student Conduct may be appealed through the process outlined in the Student Code of Conduct.

In the event of a serious incident or repeat offense of academic misconduct in which a student is found responsible by the Office of Student Conduct and Community Standards, the Director, or designee, shall decide with the faculty member of the course (or designee in the event the faculty member may be unable to be present) whether or not the action for which the student was found responsible was so egregious to the effect that it should be noted on a student's transcript with a notation of AM. The notation of AM will indicate that the student was given the grade of F for the course as a result of a finding of Academic Misconduct. Grades marked with AM will not be eligible for grade appeal or retroactive withdrawal. A record of the infraction will remain within the Office of Student Conduct and Community Standards as detailed in the Student Code of Conduct.

What Are Specific Acts of Academic Misconduct?

The following acts are considered 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 misconduct, but a guide to help faculty and students understand what constitutes academic misconduct.

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 by the instructor. 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, as well as through the student conduct process

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. Faculty and staff are responsible for notifying the Office of Student Conduct and Community Standards of disruption at the time of the

occurrence so that proper disciplinary action may be taken.Incidents not reported when they occur may be unable to be addressed.

Academic Standing

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.

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:

1. be readmitted to the University, and
2. adhere to the requirements of the catalog in effect at the time they are readmitted to the University.

Academic Appeals

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).

Academic Year

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

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
4. 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.

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. Class absence due to University-sanctioned participation does not in any way excuse students from completing class preparations, assignments, examinations, projects, etc.

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. For additional information, see Faculty Initiated Student Withdrawal (p. 47).

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. Since 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. If so, the student is no longer entitled to benefits. Section 21.4203 of Title 38 Subsection (d) states "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.

Military Leave of Absence

If a student member of the Armed Forces receives orders to deploy or temporally transfer stations for an extended period, that student may be afforded a Military Leave of Absence. The student must notify CSU Pueblo of military service and their 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 will 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 main 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 the student 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, and
- 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.

Awarding of Degrees
Graduation Contracts

A graduation contract must be filed with the Registrar's Office for a student to be eligible for degree conferral.

Graduation Contracts for Fall and Spring semesters 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.

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 designated as Fresh Start, and credit by examination cannot be included in the 60 semester credits.

Honors Levels & Requirements

Summa Cum Laude
A minimum cumulative grade point average of 3.900 is required.

Magna Cum Laude
A minimum cumulative grade point average of 3.750 is required.

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 their 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 this policy and process.

Class Schedule Change

Students are encouraged to secure advisor 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 advisor 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

A student may add a course without instructor approval during the first week of the regularly scheduled semester.

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 assessed to the student account 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 assessed to the student account 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 & Extended Studies Courses

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 Banner prior to the drop deadline. Some students' groups may not be able to drop below full-time status. Please contact your advisor for appropriate paperwork for this process. The drop date of each course is printed on the student's schedule.

Classification of Students

Undergraduates

- **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.

Graduates

See the *Graduate Studies* section for classification information.

Guest Students

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 AU (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 Studies* section in the catalog here (https://catalog.csupueblo.edu/graduate-studies/graduate-admission-policies/#graduatestatustext).

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 Office of Admissions.

Senior Citizen

Persons 65 years of age or older, or 62 and retired, may audit courses without paying tuition on a space-available basis. A grade of AU (no credit) will be posted.

Course Repeats

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 and are explained further below).

The first two times a course is repeated, only the highest grade is calculated into students' cumulative grade-point average.

- For example, if a student earns an F, C, and 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 calculated into the GPA.

- For example, if a student earns grades F, C, D, and A in successive attempts with a course, the C and A are averaged into the student's cumulative grade-point average.

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.

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

Transfer Repeats

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.

Individual Courses which may be Repeatable for Credit

Generally courses cannot receive duplicate credit. However, some specified courses may be repeated for credit. These courses are designated by the word "Repeatable" in the Course Description Information (p. 416) 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.

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 General Education section of this catalog.

Course Withdrawals

Course Withdrawal

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% of the course duration has passed, a grade of "W" (withdrawal) will be recorded on the academic record. After 60% 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 Banner. The withdrawal date of each course is printed on the student's schedule. Note that some student groups may need additional approval for withdrawals, such as for international and/or athletic compliance.

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 1 or 2 below.

1. 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.
2. 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 and instructor are one-in-the-same) acknowledging the withdrawal may be substituted for the student's 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 PAWS or through 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 Halls 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 their transcript if they had experienced, during that term, health and/or personal problems so severe that they 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.

Appeal Process

The Retroactive Withdrawal Request form must be submitted with supporting documentation to the Registrar's Office. Documentation must include the following:

1. Specific information from a professional who can attest to the student's claim of illness or legal issues, and
2. 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 e-mail.

If a student chooses to appeal the decision of the Retroactive Withdrawal Committee (or to omit the above requested documentation), 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 withdrawal (W) recorded on the transcript,
2. An incomplete (I or 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.

Equivalency Charts

Advanced Placement - Equivalency Chart

*See Legend Tab

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 & ART 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 & BIOL 100L	Principles of Biology & Lab	4 credits	ST, GT-SC1 & GT-SC2
	4 or 5	BIOL 181 & BIOL 181L; BIOL 182 & BIOL 182L	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 & CHEM 111L	Principles of Chemistry & Lab	4 credits	ST, GT-SC1 & GT-SC2
	4	CHEM 121 & CHEM 121L	General Chemistry I & Lab	5 credits	ST, GT-SC1 & GT-SC2
	5	CHEM 121 & CHEM 121L; CHEM 122 & CHEM 122L	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 & WL 102	Intro to a Critical Wrld Language I & II	6 credits	
	5	WL 101, WL 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 credit	
Economics (Macroecon	3, 4 or 5	ECON 201	Principles of Macroecono	3 credits	SS, GT-SS1
Economics (Microeconomics)	3, 4 or 5	ECON 202	Principles of Microeconomics	3 credits	SS, GT-SS1
English Language and Compositio	3 or 4	ENG 101	Composition I	3 credits	E, GT-CO1
	5	ENG 101 & ENG 102	Composition I & II	6 credits	E, GT-CO1 & GT-CO2

Subject	Score	Course	Title	Credits	Attributes
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 & CHEM 125L	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 & FRN 201	Beginning French I & Intermediate French I	3 credits & 3 credits	H & H,GT-AH4
	5	FRN 101, FRN 102 & FRN 201	Beginning French I & II; Intermediate French I	6 credits; 3 credits	H; H, GT-AH4
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, GER 102 & GER 201	Beginning German I & II and Intermediate German I	6 credits; 3 credits	H; H, GT-AH4
Government & Politics: Comparative	3, 4 or 5	POLS 202	Comparative Politics	3 credits	SS
Government & Politics: United States	3, 4 or 5	POLS 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, ITL 102 & ITL 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 & WL 102	Intro to a Critical Wrld Language I & II	6 credits	
	5	WL 101, WL 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 & WL 102	Intro to a Critical Wrld Language I & II	6 credits	
	5	WL 101, WL 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 & PHYS 201L	Principles of Physics I & Lab	4 credits	ST, GT-SC1 & GT-SC2
Physics II	3, 4 or 5	PHYS 202 & PHYS 202L	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	PSYC 100	General Psychology	3 credits	SS, GT-SS3
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, SPN 102 & SPN 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 & HIST 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 & HIST 111	World History to 1500 & after 1500	6 credits	HS, GT-HI1; HS, GT-HI1

College Level Examination Program - Equivalency Chart

*See Legend Tab

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

Name of Exam	ACE Score 7/2001-Current	Course Number	Class Equivalent	Credits	Gen Ed Group/GT Pathways
American Government	50	POLS 101	Amer National Politics	3	SS, GT-SS1
American Literature	50	ENG electives	Amer Literature I & II	3, 3	GT-AH2
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, 3	ST, GT-SC2
Calculus	50	MATH 126	Calc & Analytic Geom I	5	M, GT-MA1
Chemistry	50	CHEM electives	Prin of Chemistry	3, 3	ST, GT-SC2
College Algebra	50	MATH 121	College Algebra	4	M, GT-MA1
College Composition	50	ENG 101 & ENG 102	Composition I	6	E, GT-CO1
College Composition Modular	50	ENG 101	Composition I	3	E, GT-CO1
College Mathematic	50	MATH 109	Math Explorations	3	M, GT-MA1
English Literature	50	ENG electives	Elective	3, 3	GT-AH2
Financial Accounting	50	ACCT 201	Prin of Financial Acctg	3	
French Language, Level I	50	FRN	FRN 101 & FRN 102	6	H
French Language, Level II	59	FRN	FRN 101, FRN 102, FRN 201 & FRN 202	6; 6	H; H, GT-AH4
German Language, Level I	50	GER	GER 101 & GER 102	6	H
German Language, Level II	60	GER	GER 101, GER 102, GER 201 & GER 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	PSYC 151	Intro Human Develop	3	SS, GT-SS3
Humanities	50	ART	Electives	3, 3	H, GT-AH1
Info Sys & Computer Apps	50	CIS	Elective	3	
Introduction to Business Law	50	BSAD	Elective	3	
Intro to Educational Psychology	50	PSYC	Elective	3	GT-SS3
Introduction to Psychology	50	PSYC 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)	3, 3	ST, GT-SC2

Name of Exam	Acceptable Score	Course Number	Course Equivalent	Credits	Gen Ed Group/GT Pathways
Pre-Calculus	50	MATH 124	Pre-Calculus Math	5	M, GT-MA1
Principles of Macroeconc	50	ECON 201	Prin of Macroeconc	3	SS, GT-SS1
Principles of Microeconomics	50	ECON 202	Prin of Microeconomics	3	SS, GT-SS1
Principles of Managemer	50	MGMT 201	Prin of Managemer	3	
Principles of Marketing	50	MKTG 340	Prin of Marketing	3	
Social Science & History	50	SOC; HIST	Sociology Elective; History Elective	3; 3	SS, GT-HI1; HS, GT-SS1
Spanish Language, Level I	50	SPN	SPN 101 & SPN 102	6	H
Spanish Language, Level II	63	SPN	SPN 101, SPN 102, SPN 201 & SPN 202	6; 6	H; H, GT-AH4
Western Civilization I	50	HIST	HIST 110	3	HS, GT-HI1
Western Civilization II	50	HIST	HIST 111	3	HS, GT-HI1

Defense Activity for Non-Traditional Education Support - Equivalency Chart

*See Legend Tab

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

Name of Exam	Acceptable Score	Course Number	Course Equivalent	Credits	Gen Ed Group/GT Pathways
Art of the Western World	400	ART	Elective (Lower Division)	3	H, GT-AH1
Astronomy	400	PHYS 110	Astronomy (without lab)	3	ST, GT-SC2
Business Ethics and Society	400	BSAD 302	Ethics in Business	3	
Business Mathematic	400	NT	Not Transferrabl		
Civil War & Reconstruction	400	HIST	Elective (LowerDivision)	3	GT-HI1
Computer Info Technology	400	CIS 150	Computer Info Systems	3	
Criminal Justice	400	SOC	Elective (Upper Division)	3	
Environmen Science	400	CHEM 125	Environmen Science	3	ST, GT-SC2
Ethics in America	400	PHIL	Elective (Lower Division)	3	H, GT-AH3
Foundations of Education	400	ED 202	Foundation of Education	3	
Fundamentals of College Algebra	400	MATH	Elective (Lower Division)	3	GT-MA1
Fundamentals of Counseling	400	PSYC	Elective (Lower Division)	3	
Fundamentals of Cybersecurity	400	ELECT	Elective (Upper Division)	3	
General Anthropolog	400	ANTH	Elective (Lower Division)	3	SS, GT-SS3
Health & Human Development	400	EPER	Elective (Lower Division)	3	SS, GT-SS3
History of the Soviet Union	400	HIST	Elective (LowerDivisi	3	GT-HI1
History of the Vietnam War	400	HIST	Elective (Lower Division)	3	GT-HI1
Human Resource Managemer	400	MGMT 318	Human Resource Mgmt	3	
Human/Cultural Geography	400	GEOG	Elective (Lower Division)	3	SS, GT-SS2
Introduction to Business	400	BSAD 101	Bus Careers & Opportunitie	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	PSYC 151	Intro Human Development	3	SS, GT-SS3
Managemer Info Systems	400	CIS 365	Managemer Info Systems	3	

Math for Liberal Arts	400	MATH	Elective (Lower Division)	3	M, GT-MA1
Money & Banking	400	BSAD	Elective (Upper Division)	3	
Organizational Behavior	400	MGMT	Elective (Upper Division)	3	SS, GT-SS3
Personal Finance	400	BSAD	Elective (Lower Division)	3	
Principles of Advanced English Composition	400	ENG	ENG 101 or elective	3	GT-CO1
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	BSAD	Elective (Lower Division)	3	
Substance Abuse	400	EPER	Elective (Lower Division)	3	GT-SS3
Technical Writing	400	ENG	Elective (Lower Division)	3	

International Baccalaureate - Equivalency Chart

*See Legend Tab

IB Exam	Score	Course Number	Class Equivalent	Credits	Gen Ed Group/GT Pathways
Anthropology – HL	4-7	ANTH 100; Elective	Cultural Anthropology; Elective	3; 3	SS, GT-SS3; SS
Anthropology – SL	4-7	ANTH 100	Cultural Anthropology	3	SS, GT-SS3
Art History – SL	4-7	ART	Elective	3	H, GT-AH1
Astronomy – SL	4-7	PHYS 110 & PHYS 110L	Astronomy & Lab	4	ST, GT-SC1 & GT-SC2
Biology – HL	4-7	BIOL 181 & BIOL 181L; BIOL 182 & BIOL 182L	Coll Biology I/Organismal Biol & Lab; Coll Biology II/Cellular Biology & Lab	4; 4	ST, GT-SC1 & GT-SC2; ST, GT-SC1 & GT-SC2
Biology – SL	4-7	BIOL 100 & BIOL 100L	Principles of Biology & Lab	4	ST, GT-SC1 & GT-SC2
Business Management – HL	4-7	MGMT 201; BSAD	Prin of Management; Elective	3; 3	
Business Management – SL	4-7	MGMT 201	Prin of Managemer	3	
Chemistry – HL	4-7	CHEM 121 & CHEM 121L; CHEM 122 & CHEM 122L	General Chemistry I & Lab; General Chemistry II & Lab	5; 5	ST, GT-SC1 & GT-SC2
Chemistry – SL	4-7	CHEM 111 & CHEM 111L	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	EPER	Elective	3	
Dance – SL	4-7	EPER	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
Economics – SL	4-7	ECON	Elective	3	SS, GT-SS1
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 & ENG102; ENG 130; Elective	Composition I, Composition II; Intro to Literature; Elective	6; 3; 3	E, GT-CO1; E, GT-CO2; H, GT-AH2

Subject	Score	Course(s)	Title	Credits	GT
	6	ENG 101 & ENG102; ENG 130	Composition I & Composition II; Intro to Literature	6; 3	E, GT-CO1; E, GT-CO2; H, GT-AH2
	5	ENG 101; ENG 130	Composition I; Intro to Literature	3; 3	E, GT-CO1; H, GT-AH2
	4	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
	6	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
	4	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				

Subject	Score	Course(s)	Title	Credits	GT
World Language B – HL (Non-Native Language)	6-7	FRN 101, FRN 102, FRN 201, FRN 202, FRN 303, GER 101, GER 102, GER 201, GER 202, GER 303, ITL 101, ITL 102, ITL 201, ITL 202, ITL 303, SPN 101, SPN 102, SPN 201, SPN 202, SPN 303	Beginning I, II, Intermediate I, II & Conversation & Composition	6; 6; 3	H; H, GT-AH4
	5	FRN 101, FRN 102, FRN 201, FRN 202, GER 101, GER 102, GER 201, GER 202, ITL 101, ITL 102, ITL 201, ITL 202, SPN 101, SPN 102, SPN 201, SPN 202	Beginning I, II, Intermediate I & II	6; 6	H; H, GT-AH4
	4	FRN 101, FRN 102, FRN 201, GER 101, GER 102, GER 201, ITL 101, ITL 102, ITL 201, SPN 101, SPN 102, SPN 201	Beginning I, II, & Intermediate I	6; 3	H; H, GT-AH4
World Language B – SL (Non-Native Language)	4-7	FRN 101, FRN 102, GER 101, GER 102, ITL 101, ITL 102, SPN 101, SPN 102	Beginning I, II	6	H

Exam	Score	DU Course	Course Title	Credits	Attributes
World Language AB – SL (Non-Native Language)	4-7	WL 101; WL 102	Intro Critical World Language I; Intro Critical World Language II	3; 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
20th Century World History & History of Africa – HL	4-7	HIST	Elective	6	HS
20th Century World History & History of the Americas – HL	4-7	HIST 201 & HIST 202	U. S. History I & II	6	HS, GT-HI1
20th Century World History & History of Asia/OCE – HL	4-7	HIST	History General Education	6	HS, GT-HI1
20th Century World History & History of Europe/ M.E. – HL	4-7	HIST 111; HIST	World History since 1500; Elective	3; 3	HS, GT-HI1
20th 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
Mathematic – HL	4-7	MATH 126; MATH 224	Calculus & Analytic Geometry I; Calculus & Analytic Geometry II	5; 5	M, GT-MA1
Mathematics – SL	4-7	MATH 126	Calculus & Analytic Geometry I	5	M, GT-MA1
Math (Further) – SL	4-7	MATH 109	Mathematic Explorations	3	M, GT-MA1
Music – HL	4-7	MUS 118; MUS 150	Music Appreciation; Music Theory I	3; 3	H, GT-AH1
Music – SL	4-7	MUS 118	Music Appreciation	3	H, GT-AH1
Music Creation – 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; Elective	3; 3	H, GT-AH3
Philosophy – SL	4-7	PHIL 102	Philosophical Literature	3	H, GT-AH3
Physics – HL	4-7	PHYS 201 & PHYS 201L; PHYS 202 & PHYS 202L	Principles of Physics I & Lab; Principles of Physics II & Lab	4; 4	ST, GT-SC1 & GT-SC2
Physics – SL	4-7	PHYS 140 & PHYS 140L	Light, Energy, and the Atom & Lab	4	ST, GT-SC1 & GT-SC2
Psychology – HL	4-7	PSYC 100; Elective	General Psychology; Elective	3; 3	SS; GT-SS3 SS
Psychology – SL	4-7	PSYC 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

Legend Guide

General Education Category (Gen Ed Group)

- E   English
- H   Humanities
- HS   History
- M   Math
- SS   Social Science
- ST   Science & Technology

Colorado Guaranteed Transfer Pathways (gtPathways)

- GT-AH   Arts & Humanities
- GT-CO   Composition
- GT-HI   History
- GT-MA   Mathematics
- GT-SC   Science
- GT-SS   Social Sciences

Experiential Education

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, 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 (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 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.

FERPA

A student's rights regarding their Education Records include:

The right to inspect and review the student's Education Records within 45 days of the day the student's Institution receives a request for access.

The right to request amendment of the student's Education Records that the student believes are inaccurate or misleading and to place within the Education Record a statement about the contents of the record. If the Institution decides not to amend the records as requested, the student shall be notified of this decision and advised of the right to a hearing. Additional information about the hearing procedures shall accompany the notification.

The right to limit disclosure of information contained in the student's Education Records, except to the extent that FERPA authorizes disclosure without consent, and the right to consent to disclosures that are not otherwise authorized by law or by this policy.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Institution to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave. SW, Washington, DC 20202-4605.

Directory information includes, but is not limited to,

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date & 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 & 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's responsibilities include:

- The responsibility to read the Student Record Privacy Statement and Annual Notification published by the Offices of the Institution Registrars.
- The responsibility to manage any restrictions on the disclosure of Directory Information, so that these restrictions do not interfere with the student's work or academic life by preventing disclosures intended for his or her benefit.
- The responsibility to manage any consent that the student has given for disclosures to be made to any other person, and to withdraw such consent, in writing or via a Student Online Portal when the student no longer wishes to permit such disclosures. Written withdrawal of consent must be submitted to the office where the written consent form was filed.

Disclosure of Education Records

The following procedures apply to the disclosure of information from a student's Education Record. Additional procedures and forms may be established by the Office of the Registrar.

Directory Information

Directory Information may be disclosed without notice or consent; however, students have the right to request that their Directory Information be kept confidential, in which case, the Institution shall not disclose that information without consent, or as authorized by law. However, students should be aware that restricting the release of Directory Information or placing a full confidential hold on their account may have unintended consequences. For example, such restriction may make it difficult for potential employers or other schools to verify enrollment, a student's name may be excluded from the commencement program, and student organizations, fellow students and others may have difficulty locating the student through the institutional directory. Except as specifically required by law or by an approved Institutional contract, the Institution shall neither create nor distribute aggregate lists or compilations of Directory Information elements such as students' email addresses, or students' mailing addresses except as necessary for official business purposes, as approved by the Registrar or Dean of Students at the Institution.

Education Records

Education Records may be disclosed to a person or party internal or external to the Institution, without the student's consent, as authorized under the FERPA regulations, 34 C.F.R. §99.31, including (but not limited to):

- To School Officials who have a Legitimate Educational Interest.
- When required pursuant to a subpoena or other court order.
- When the disclosure is to the student's Parent, and the conditions for disclosures to Parents are met as set forth below.
- When the disclosure is required by law. In particular, federal law requires that the Institution disclose the "final results" of any disciplinary proceeding dealing with an alleged crime of violence or an alleged non-forcible sex offense to the alleged victim of the offense (or the alleged victim's next of kin, or to any person whom the Institution determines to have a legitimate interest in such information). As used herein, "final results" that may be disclosed after all hearings and determinations are final under the Institution's rules and policies, are: the student's name; the violation committed

under the Institution's Student Conduct Code; and any sanction imposed by the Institution against the student.

- When the Institution determines that there is a health or safety emergency that warrants such disclosure. A health or safety emergency exists whenever there is an articulable and significant threat to the health or safety of the student or another person.
- When the disclosure is to officials of another institution of higher education where the student is enrolled, or is seeking to enroll, for purposes related to that enrollment.
- Where there is a legitimate business or research need for such disclosure to a third party, and the disclosure is controlled by the Institution with provisions for data to be securely transmitted, stored, and accessed. Access must be limited by contract so as to preserve an individual's privacy, with strictures to enforce data retention and disposal and extension of FERPA obligations to the third party. All other requests for Education Records to be shared with external entities for the purposes of research shall be formally approved by the Institutional Review Board (IRB).
- For financial aid purposes.
- Any other exception provided under FERPA applies.

Disclosures to Parents & Trusted Designees

According to FERPA, the Institution may but is not required to disclose any part of the student's Education Record to a student's Parents. The Institution primarily provides Parents and Trusted Designees with access to limited information through Online Portals for Trusted Third Parties or with written student consent. In those instances where a Parent or any individual or entity requests Education Records that are not available via Online Portals for Trusted Third Parties or the student has not provided written consent, the request should be referred to the Dean of Students at CSU-Fort Collins, and the Registrar's Offices at CSU-Pueblo and CSU-Global for additional review and response. A qualified Parent or Trusted Designee is granted access to the student's Education Record when any of the following conditions are met:

- A Parent of the student has claimed the student as a dependent on the Parent's federal tax return and the Parent's identity has been verified by the Office of the Registrar, the Office of Financial Aid, Business and Financial Services, or another authorized School Official. If one Parent has claimed the student as a dependent, another Parent of the student may also be allowed to receive such disclosures. The "Parent Affidavit and Request for Student Academic Information" form or a copy of the tax return in the Office of Financial Aid can serve as verification the Parent claimed the student on the federal tax return.
- The student has authorized the disclosure in writing by providing the Institution with a signed permission to release academic records.
- The student has authorized the disclosure in writing or consented to access via a Student or Online Portal for Trusted Designees. The Trusted Designee may view defined areas of the student record. Discussions with Institutional officials of details of the student record require a signed FERPA disclosure.
- There is a health or safety emergency which, in the discretion of the Institution, warrants disclosing the information.
- The student is under the age of 21, and the information relates to a violation of law or policy involving the use or possession of drugs or alcohol. It is an Institution's policy to notify a student's Parents in these circumstances in order to help reduce alcohol and drug use by students, engage Parents in dialogue about their student's behavior related to alcohol/drugs, and assist students and the community in

understanding that the Institutions take underage alcohol/drug use seriously; or
- The information relates to a law enforcement matter and is contained in a record made by a law enforcement authority, including, but not limited to, campus police.

Disclosures Between Institutions

An Institution may disclose Education Records of a student to School Officials of another Institution, or to the CSU system office, whenever there is a Legitimate Educational Interest in doing so. Examples include, but are not limited to:

- When a student seeks to earn credit at another Institution or transfer credits between the Institutions.
- When a student wishes to attend another Institution and have their application materials transferred.
- When the system office and/or the Institutions are working together to create, maintain, process or report information for accreditation, compliance, or business purposes, including enhancing student success.

Information Other Than Education Records

FERPA neither requires nor prohibits a faculty member or other School Official from sharing concerns or observations with a Parent about their student based on personal knowledge or observation rather than on the Education Record. If the information is contained in any written Education Record (other than a Sole Source Note), he or she must first confirm that the appropriate written consent form for the disclosure (discussed below in Section 6) has been received.

How to Provide Consent to a Disclosure

A student may consent to the release of any or all of his or her Education Record by completing a written consent form and returning it to the Office of the Registrar or other responsible School Official. Consent may be ongoing or may be given for a specified period of time or limited to a single instance. Forms are available from the Registrar's office at the Institution. Financial information consent forms are available in Student Online Portals and must be submitted to Accounts Receivable Operations. Students are also afforded the opportunity to consent to the release of certain Education Records to be viewed by any individual without the necessity of giving consent each time the disclosure is requested. This is done by registering the email address of the Trusted Designee to whom the disclosures will be made in the Student Online Portal and therein designating the information to be disclosed. The types of information that may be designated for disclosure are limited and do not mean School Officials may speak to the Parent or Trusted Individual about the Education Record. Consent to release information not accessible through the Student Portal requires a separate, written release form signed by the student.

Financial Aid Information

Information from a student's application for need-based financial aid (including Parental income) and the status of that application will be released only to a Parent whose income information is included on the application (e.g., the Free Application for Federal Financial Aid, or FAFSA, application form).

Medical Treatment Records

Medical treatment records are not Education Records under FERPA so long as they are shared for treatment purposes only. If an Institution keeps or maintains a medical treatment record that is disclosed by the

student for purposes other than medical treatment, the medical record is then considered an Education Record subject to FERPA. Further disclosures must be limited to only such portions of the medical record that are relevant and necessary to the matter for which disclosure is authorized.

Responsibilities of Faculty & Staff

Faculty, staff, and agents of the Institutions who have access to student Education Records are responsible for:

- Understanding the requirements of FERPA and this policy.
- Understanding, observing, and reaffirming statements of acceptable use in accessing Institutional administrative systems and student Education Records.
- Protecting the confidentiality of student Education Records as required by this Policy.
- Accessing student Education Records only when they have a Legitimate Educational Interest for doing so.
- Authenticating the identity of those requesting student Education Record information and confirm their right to access prior to release of information. For assistance with authentication procedures, Institutional employees should contact their Office of the Registrar.

All Institutions' employees and units with access to Education Records shall take all reasonable measures to assure the security and confidentiality of such records.

Special Responsibilities of the Office of the Registrar

Institutional registrars are responsible for disseminating the Student Record Privacy Statement and Annual Notification under FERPA, for obtaining written consent and authorization to release a student's records, and for facilitating authorized disclosures.

Institutional registrars shall inform parties to whom Education Records are released that recipients are not permitted to disclose the information to others without the written consent of the student (unless the disclosure is required or permitted by law without the student's consent).

Institutional registrars shall periodically review FERPA policies and procedures with the assistance of the Office of the General Counsel and the Office of Policy & Compliance at CSU-Fort Collins.

Concerns, complaints, questions or suggestions regarding the release of student records should be addressed to their Office of the Registrar

Freedom of Expression

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.

General Education
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.

As part of our Vision 2028 initiative, graduates of Colorado State University Pueblo will be exposed to our Guiding Principles through the General Education Curriculum. These guiding principles will be anchored through active involvement with diverse communities and real-world challenges. General Education courses will self-select one or multiple principles as part of their content.

- **Engagement of Place**: Courses embrace our regional histories, diverse cultures, socioeconomic realities, and physical location
- **Live Sustainably**: Courses emphasize sustainability both regionally and globally
- **Cultivate Entrepreneurship:** Courses focus on educational, economic, cultural, and global innovation
- **Build Knowledge**: Courses advance research and scholarship that serves the public good
- **Impact Society**: Courses highlight our commitment to the health and well-being of our people and our communities

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. Through study in the sciences, mathematics, social sciences, humanities, histories, languages, and the arts students will engage with big questions, both contemporary and enduring.

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 C (https://cdhe.colorado.gov/guaranteed-transfer-gt-pathways-general-education-curriculum-0/)DHE website (https://cdhe.colorado.gov/guaranteed-transfer-gt-pathways-general-education-curriculum-0/). 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 with a BA or BS degree includes a total of 35 semester credits in two categories:

Skills Component: 9 credits
Knowledge Component: 26 credits
TOTAL: 35 credits

Upon completion of general education courses, students will have intellectual and practical skills. These skills will be practiced extensively across the general education curriculum and include:

- Inquiry & Analysis
- Critical & Creative Thinking
- Written & Oral Communication
- Quantitative Literacy
- Information Literacy
- Technical Literacy
- Teamwork & Problem Solving

Skills Component

Candidates for the baccalaureate BA or BS 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.)

Candidate for the Bachelor of Applied Science (BAS) degree must complete one course each in skills component area (6 credits). Skills and knowledge component outcomes are further met through the specific course requirements of their program.

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; 1 from each area): 6 credits
Quantitative Reasoning (1 course): 3 credits
TOTAL: 9 credits

A. Written Communication

Take one from **each** of the following categories:

Course	Title	Credits
GT-CO1 (Introductory Writing Course)		
ENG 101	Rhetoric & Writing I (GT-CO1)	3
GT-CO2 (Intermediate Writing Course)		
ENG 102	Rhetoric & Writing II (GT-CO2)	3
ENG 115	Introduction to Technical Writing (GT-CO2)	3
ENG 116	Introduction to Business Writing (GT-CO2)	3
ENG 117	Intro. Scientific/Medical Writing (GT-CO2)	3

B. Quantitative Reasoning

Take **one** of the following courses:

Course	Title	Credits
GT-MA1 (Mathematics)		
MATH 101	Introductory College Mathematics (GT-MA1)	3
MATH 109	Mathematical Explorations (GT-MA1)	3
MATH 120	Pre-Calculus Algebra (GT-MA1)	3
MATH 124	Pre-calculus Math (GT-MA1)	5
MATH 126	Calculus and Analytic Geometry I (GT-MA1)	5
MATH 156	Introduction to Statistics (GT-MA1)	3
MATH 221	Applied Calc: An Intuitive Approach (GT-MA1)	4

Or any MATH course that includes one of these as a prerequisite [1]

[1]   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.

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.

Students in a Bachelor of Applied Science (BAS) program fulfill general education knowledge component outcomes through the specific course requirements of their program.

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

A. Humanities

Course	Title	Credits
GT-AH1 (Arts and Expression)		
ARH 211	Global Art I (GT-AH1) CC	3
ARH 212	Global Art II (GT-AH1) CC	3
ART 100	Visual Dynamics (GT-AH1) CC	3
ENG 114	Introduction to Creative Writing (GT-AH1) CC	3
MUS 118	Music Appreciation (GT-AH1) CC	3
SPN 130	Intro to Spanish-Speaking Cultures (GT-AH1) CC	3
GT-AH2 (Literature and Humanities)		
ENG 130	Introduction to Literature (GT-AH2)	3
ENG/CS 220	Survey of Chicano Literature (GT-AH2) CC	3
ENG 221	Masterpieces of Literature I (GT-AH2)	3
ENG 222	Masterpieces of Literature II (GT-AH2)	3
ENG 240	Multi-Ethnic American Literature (GT-AH2) CC	3
GT-AH3 (Ways of Thinking)		
PHIL 102	Philosophical Literature (GT-AH3)	3
PHIL 120	Islam and Non-Western Religions (GT-AH3) CC	3
PHIL 201	Classics in Ethics (GT-AH3)	3
PHIL 204	Critical Reasoning (GT-AH3)	3
PHIL 205	Deductive Logic (GT-AH3)	3
GT-AH4 (World Languages) [1]		
FRN 201	Intermediate French I (GT-AH4) CC	3
FRN 202	Intermediate French II (GT-AH4) CC	3
GER 201	Intermediate German I (GT-AH4) CC	3
GER 202	Intermediate German II (GT-AH4) CC	3
ITL 201	Intermediate Italian I (GT-AH4) CC	3
ITL 202	Intermediate Italian II (GT-AH4) CC	3
SPN 201	Intermediate Spanish I (GT-AH4) CC	3
SPN 202	Intermediate Spanish II (GT-AH4) CC	3

[1]   Must be Intermediate/200 Level.

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.)

Course	Title	Credits
WL 100	Intro to Comparative Linguistics CC	3
COMR 103	Speaking and Listening	3
ASL 101	Beginning American Sign Language I CC	3
ASL 102	Beginning American Sign Language II CC	3
ASL 201	Intermediate American Sign Language I CC	3
ASL 202	Intermediate American Sign Language II CC	3
FRN 101	Beginning French I CC	3
FRN 102	Beginning French II CC	3
GER 101	Beginning German I CC	3
GER 102	Beginning German II CC	3
ITL 101	Beginning Italian I CC	3
ITL 102	Beginning Italian II CC	3
SPN 101	Beginning Spanish I CC	3
SPN 102	Beginning Spanish II CC	3

B. History

Course	Title	Credits
GT-HI1 (History)		
CS 101	Introduction to Chicano Studies (GT-HI1) CC	3
HIST 110	World History to 1500 (GT-HI1) CC	3
HIST 111	World History since 1500 (GT-HI1) CC	3
HIST/CS 136	The Southwest United States (GT-HI1) CC	3
HIST 201	U.S. History I (GT-HI1)	3
HIST 202	U.S. History II (GT-HI1)	3

C. Social Sciences

Course	Title	Credits
GT-SS1 (Economic or Political Systems)		
ECON 201	Principles of Macroeconomics (GT-SS1)	3
ECON 202	Principles of Microeconomics (GT-SS1)	3
POLS 101	American National Politics (GT-SS1)	3
POLS 201	International Relations (GT-SS1) CC	3
SOC 201	Social Problems (GT-SS1)	3
SW 205	Social Welfare in the United States (GT-SS1)	3
GT-SS2 (Geography)		
GEOG 103	World Regional Geography (GT-SS2) CC	3
GT-SS3 (Human Behavior, Culture, or Social Frameworks)		
ANTH 100	Cultural Anthropology (GT-SS3) CC	3
CS/SW 230	Chicano: Social and Psychological Study (GT-SS3) CC	3
MC 101	Media and Society (GT-SS3)	3
PSYC 100	General Psychology (GT-SS3)	3
PSYC 151	Human Development (GT-SS3)	3
PSYC 222	Understanding Animal Behavior (GT-SS3)	3
SOC 101	Introduction to Sociology (GT-SS3)	3

Social Science Courses not Designated as gtPathways
(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.)

Course	Title	Credits
ANTH 106	Language, Thought and Culture CC	3
POLS 202	Comparative Politics CC	3
PSYC 231	Marriage and Family Relationships	3
PSYC 251	Childhood and Adolescence	3
SCSC 209	African American Studies CC	3
WS 100	Introduction to Women's Studies CC	3

D. Natural and Physical Sciences

Course	Title	Credits
GT-SC2 Lecture and GT-SC1 Required Laboratory		
BIOL 100 & 100L	Principles of Biology (GT-SC2) and Principles of Biology Lab (GT-SC1)	4
BIOL 121 & 121L	Environmental Conservation (GT-SC2) and Environmental Conservation Lab (GT-SC1)	4
BIOL 181 & 181L	College Biology I/Organismal Bio (GT-SC2) and College Biology I/Organismal Bio Lab (GT-SC1)	4
BIOL 182 & 182L	College Biology II/Cellular Biology (GT-SC2) and College Biology II/Cellular Bio Lab (GT-SC1)	4
BIOL 201 & 201L	Botany (GT-SC2) and Botany Laboratory (GT-SC1)	4
BIOL 223 & 223L	Human Physiology and Anatomy I (GT-SC2) and Human Physiology and Anatomy I Lab (GT-SC1)	4
BIOL 224 & 224L	Human Physiology and Anatomy II (GT-SC2) and Human Physiology and Anatomy II Lab (GT-SC1)	4
CHEM 101 & 101L	Chemistry and Society (GT-SC2) and Chemistry and Society Lab (GT-SC1)	4
CHEM 111 & 111L	Principles of Chemistry (GT-SC2) and Principles of Chemistry Lab (GT-SC1)	4
CHEM 121 & 121L	General Chemistry I (GT-SC2) and General Chemistry Lab I (GT-SC1)	5
CHEM 122 & 122L	General Chemistry II (GT-SC2) and General Chemistry Lab II (GT-SC1)	5
CHEM 125 & 125L	Environmental Science (GT-SC2) and Environmental Science Laboratory (GT-SC1)	4
CHEM 160 & 160L	Introduction to Forensic Science (GT-SC2) and Intro to Forensic Science Lab (GT-SC1)	4
GEOL 101 & 101L	Earth Science (GT-SC2) and Earth Science Lab (GT-SC1)	4
GEOL 114 & 114L	Oceanography (GT-SC2) and Oceanography Lab (GT-SC1)	4
PHYS 110 & 110L	Astronomy (GT-SC2) and Astronomy Lab (GT-SC1)	4
PHYS 140 & 140L	Light, Energy, & the Atom (GT-SC2) and Light, Energy and the Atom Lab (GT-SC1)	4
PHYS 201 & 201L	Principles of Physics I (GT-SC2) and Principles of Physics Lab I (GT-SC1)	4
PHYS 202 & 202L	Principles Of Physics II (GT-SC2) and Principles Of Physics II Lab (GT-SC1)	4
PHYS 221 & 221L	General Physics I (GT-SC2) and General Physics I Lab (GT-SC1)	5
PHYS 222 & 222L	General Physics II (GT-SC2) and General Physics II Lab (GT-SC1)	5

Natural and Physical Sciences Courses not Designated as gtPathways

(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.)

Course	Title	Credits
ANTH 101 & 101L	Biological Anthropology and Biological Anthropology Lab	4
BIOL 202 & 202L	Zoology and Zoology Laboratory	4
EPER 162 & 162L	Personal Health and Personal Health Lab	4

Grades & Grading System

The quality of a student's work is appraised according to letter grades and grade point averages. 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

Grade	Description	per Credit
A+		4.00
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)	See Note[1]
U	(Unsatisfactory)	See Note[2]
AU	(No Credit—Audit)	See Note[2]
I	(Incomplete)	See Note[2]
NG	(No Grade Reported)	See Note[2]
TP	Credit by Exam, Credit for Prior Learning, or Escrow Credit	See Note[1]
W	(Withdrawal)	See Note[2]
WN	(Administrative Withdrawal or Nonpayment)	See Note[2]
X	(Academic Fresh Start)	See Note[1]

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

[2] 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.

I: The grade of I 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 I agreement is made, which may be no earlier than the end of the withdrawal period. The I 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 I 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 I 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 I is still outstanding. Adjunct faculty are not allowed to award grades of I without approval from the Department Chair. All I grades need to be resolved to a letter grade to be eligibility for degree conferral.

W: This grade is given under two conditions:

1. when a student withdraws or is withdrawn from a <u>course prior</u> to the end of the regular withdrawal period;
2. when a student withdraws totally from the <u>University after</u> the initial drop period.

X: A grade preceded with an X designation indicates Academic Fresh Start and therefore will be excluded from all GPA calculations.

Awarding of Grades

Grades are earned by students and awarded by faculty.

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-Point Average Computation

Earned grade points are computed by multiplying the point value of grades earned by the number of credit hours of the course(s) in which the student was enrolled.[1] 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. Some grades are not computed in the grade-point average (see The Grading System for reference). **For purposes of computing a student's grade-point average only CSU Pueblo hours are used.**

[1]   And rounding to three digits past the decimal.

Dean's 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" (I).

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

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 30 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 30 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 30 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 30 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.

Immunization Requirement

Colorado Law 6CCR 1009-2 requires all college students born since January 1, 1957 to be immunized against measles, mumps and rubella (MMR)

Proof of Immunity consists of:

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

Medical or Non-medical Exemption:

- Medical or Non-medical exemptions are available. The medical and non-medical exemption statement, must be completed on the waiver certificate by a physician, nurse practitioner, physician's assistant, student or a parent if the student is under the age of 18. In the event of an outbreak of measles, mumps or rubella, exempted students may be subject to exclusion from school and quarantine.

Student vaccine requirements are subject to change and will be reflected on the immunization information page of our Wolfpack Wellness Center: https://www.csupueblo.edu/student-health-services/immunization-and-screening.html

MMR immunization, proof of immunity or medical/non-medical waiver must be filled out on the Wolfpack Wellness Center web portal at www.csupueblo.studenthealthportal.com. Documents may also be uploaded on the web portal. To access the web portal, the student will use their pack email user name and password.

For any questions, please contact the Wolfpack Wellness Center at 719 549-2830.

Prior Learning

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.

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).

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).

Credit by Examination (In-House General Education & 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. The non-refundable fee for this process is $75 per course. Application forms for credit by examination are available from the Registrar's Office.

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.

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.

Credit for Prior Learning

Prior learning is experienced-based learning that has been attained outside of accredited post-secondary 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 which is equivalent to CSU Pueblo course learning outcomes. Credit for Prior Learning may apply to a degree or certificate, but does not fulfill the university residency requirement.

CSU Pueblo students may seek undergraduate academic credit for prior learning by first contacting the Adult & Prior Learning Assessment Office. Information about the applicability of prior learning within a specific discipline and assistance with the requirements and process for obtaining prior learning credit will be provided. A portfolio demonstrating completion of the specific course learning outcomes and objectives will usually be required by the appropriate academic department chair to apply for this credit. The submitted portfolio will be assessed by the chair for applicability to obtaining credit for the course to which the portfolio applies. Each portfolio will incur a $75 non-refundable fee per course for processing and review by the respective department chair.

Escrow Credit

Escrow credit is a block of academic credit for previous learning or experience that does not directly transfer course-for-course.

Escrow credit is only available in specific programs. The number of credits applied (maximum of 33 credits) is determined by the program director, as defined in each program, and based upon previous coursework, certificate or licensure, and work/field experience. These credits are held in escrow and recorded when the student successfully completes all other requirements of the bachelor's program.

Escrow credits are exempt from the residency requirement for 30 of the last 60 semester hours to be completed at CSU Pueblo.

International Baccalaureate Diploma Program

Colorado State University Pueblo recognizes and encourages high school students to participate in the International Baccalaureate (IB) 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).

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.

Program Requirements

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.

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 56 semester hours must be earned from a four-year institution. Programs utilizing Escrow Credit may substitute credits from a 2-year institution to count towards this requirement. See individual programs and Escrow Credit policy for addition information.
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 64 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. *Note: Some professional programs may be exempted from this policy. See specific program requirements for transfer exceptions.*

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. Degrees cannot be granted if the student has outstanding grades (NG) or incomplete grades (I).

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.

Degree Requirements

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

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 (3 c.h.)s, *and* ANTHR 106 Language, Thought and Culture (3 c.h.)/ENG 106 Language, Thought and Culture (3 c.h.).

International students for whom English is a second language may substitute two terms of English courses (excluding ENG 101 Composition I (3 c.h.) and ENG 102 Composition II (3 c.h.)) for the world language requirement.

Because of the unique use of world languages in musical contexts (vocal repertoire in particular), students earning the Bachelor of Arts degree in Music may, in consultation with their advisor, complete the BA degree World Language Requirement with two 101-level World Language courses, chosen from Italian, German, French and Spanish.

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.

Double (Second) Major Requirements

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.

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 (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 graduation contacts. 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.

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.

Joint (3+2) Undergraduate & Graduate Degrees (Integrated & 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, except for programs requiring completion of more than 138 total hours. 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.

Institutional Requirements for all Certificate Programs

A certificate program is a focused program of study requiring a minimum of 9 credits. Completed certificate programs will appear on official transcripts and students will receive a printed certificate. Each certificate program at the University has specific completion requirements, which must be met prior to the certificate being awarded. In addition, students must fulfill the following requirements for completion.

1. Students must be admitted to the University to be awarded a certificate.
2. Students must have a CSU Pueblo cumulative certificate program GPA of 2.00 or better at the time the certificate is awarded, unless stated otherwise within the specific certificate program.
3. Students must complete the certificate program's minimum number of hours of approved coursework.
4. A minimum of 50% of the credits in a certificate program must be earned in residence at CSU Pueblo, unless otherwise specified by the program. Students must submit a Certificate Contract signed by the student's advisor during the semester term in which completion is to occur. The deadline for submission is published in the University Catalog, Semester Notes, and Academic Calendar.
5. If students are completing a graduate certificate program, they must provide proof of an undergraduate degree.
6. Successful completion of the course(s) within an undergraduate or graduate certificate program or the award of a certificate does not guarantee admission to an associated degree program.
7. Credits earned within a certificate program can be used toward a degree unless otherwise stated within the degree program.
8. If a student is pursuing a bachelor's or master's degree, a certificate may be conferred independently of their degree program.
9. Certificate candidates must complete and submit the Certificate Conferral Contract to the Registrar's Office within the term they would like their certificate conferred. All certificate conferals will be processed at the end of the semester in conjunction with degree conferrals. For contract due dates, please reference the contract form.

Registration

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

Priority Registrations
Continuing* Undergraduates & Graduates

- First Monday of Registration

New* & Re-Admit

- First Friday of Registration

Military Student Priority Registration

- Colorado State University Pueblo offers priority registration to students using veteran education benefits, military members, and qualifying dependents who submit appropriate documentation.
- Active military (duty), veterans, and qualifying dependents using TA/ VA benefits will be given priority registration status.

*Students are considered Continuing Students if they are Continuing Undergraduate Degree-Seeking or Graduate Students at CSU Pueblo and have completed one or more semesters at CSU Pueblo. New students are those students with a new and re-admit status (students who have been absent for two or more major (Fall/Spring) semesters). All Military students will receive priority registration, and will be notified of specific days and/or times for registration.

Advisement

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

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

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

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

Student Status	Credits
Full-time	12 or more credits
Three Quarter-Time	9-11 credits
Half-time	6-8 credits
Less than half-time	Below 6 credits

Graduate Program

Student Status	Credits
Full-time	9 or more credits
Three Quarter-Time	7-8 credits
Half-time	5-6 credits
Less than half-time	Below 5 credits

Summer Session
Undergraduates

Student Status	Credits
Full-time	6 or more credits
Three Quarter-Time	4.6-5.9 credits
Half-time	3-4.5 credits
Less than half-time	Below 3 credits

Graduate Program

Student Status	Credits
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).

Class Hours & 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 & 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 advisor and Department Chair (or Dean if the advisor and Department Chair are one-in-the-same). 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.**

Administrative Drop for Non-Attendance

CSU Pueblo reserves the right to administratively drop all students from the University who fail to attend or participate in an enrolled course session at least once prior to the course drop date, including face-to-face, hybrid, and online courses. 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.

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:

1. 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;
2. 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;
3. Students have a right to clear and concise information concerning which courses must be completed successfully to complete their degrees;
4. Students have a right to know which courses are transferable among the state public institutions of higher education;
5. 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;
6. Students have a right to know if courses from one or more public higher education institutions satisfy the student's degree requirements;
7. 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.

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 32%.

Time Limit of 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.

Transcript of Credit

Official transcripts are issued by the Registrar's Office at the **signed** request of the student and are usually issued within two 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. While grades are being processed, transcripts (official or unofficial) will not be released during the week of finals and the week following finals.

CSU Pueblo will not accept e-mail or telephone transcript requests.

Fees

There is a non-refundable fee for each official transcript. Be sure to 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.

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

How to Order a Transcript

All transcript orders must be placed through Parchment **(**https://www.parchment.com/u/registration/34174/account/**).**

1. Create a New Learner Account
2. Follow the steps to complete your order
3. Please mark one of the following options: Send Now, Hold for Grades, or Hold for Degree Conferral

Note: If you don't know your student ID you can put N/A in the box.

Transfer
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.

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 64 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.

International Transfer Students & Domestic Students with International Transcripts

All international documentation must be translated, certified, and authenticated through an approved credentialing agency. For further information regarding this process, refer to the International Students Admission Requirements (p. 15) section of the catalog.

Appeals Process
Disputing Transfer for Credits

Once an admitted student receives an official transfer evaluation, they may contact the Registrar's Office to discuss any issues related to their evaluation. If a student wishes to use credits that were not deemed a direct equivalent to a course at CSU Pueblo, a student may contact their advisor for submissions. To appeal coursework not originally accepted in transfer, students may use the Appeals for Approval of Transfer Credits form on the Registrar's Office web page and submit with a syllabus to the appropriate department for review. If approved, the coursework will be forwarded to the Registrar's Office to post to the student's record. If denied, the student will be notified via University email or US mail.

Appeal for Approval of Regionally Accredited Transfer Credits

If a student disputes the University's evaluation of transfer credits for a regionally accredited institution, the student must submit an Appeal for Approval of Transfer Credits form in the same semester that they are admitted to CSU Pueblo. Continuing students must submit an official transcript no later than the end of the semester immediately following the one in which the credits were earned. The student must submit the form(s) to the appropriate Department Chair for approval along with the required syllabus for the course. The Academic Department will have 30 calendar days to review the appeal and, if approved, forward the appeal to the Office of the Registrar. The Academic department will notify the student via University email or U.S. mail within 30 days if the appeal was denied. Approved appeals will be processed by the Registrar's office and posted to the student's transcript. Note: If the student fails to file the form within the first semester of transfer, it will not be considered. If the department fails to notify the student within 30 days, the student's appeal will be processed.

If an appeal is denied by the Department Chair, a student may appeal to the appropriate Dean overseeing the department where the Department Chair resides. The appeal must be filed within fifteen (15) calendar days of the postmark or email notification to the student of the departmental decision. If the student fails to file an appeal within this time period, the Chair's decision shall be binding.

The Dean will have (15) calendar days to respond to the student. Should the Dean deny an appeal, the student may appeal to the Provost within fifteen (15) calendar days of the postmark date or email notification. If the student fails to file an appeal within this time period, the Dean's decision shall be binding. The Provost shall review and reach a decision on the appeal within fifteen (15) calendar days after the appeal is filed. The student will be notified in writing via University email or U.S. mail of the decision regarding the transfer appeal and rationale for the decision. The Provost's decision will be final.

Appeal for Approval of Non-Regionally Accredited Institution Transfer Credits

Appeals of transfer credits from non-regionally accredited institutions must be submitted by the student on an Approval of Transfer Credits form after they completed one full-time semester at CSU Pueblo or 12 credit hours with a 2.0 GPA or better. Students must submit the form and course syllabus to the appropriate department(s).

The Department Chair will have thirty (30) days to review the form and the student will be notified in writing via University email or U.S. mail if the coursework was denied. Approved coursework is forwarded to the Registrar's office to add to the student's academic record. Note: Once a Department Chair denies the appeal, no further action can be taken since it is University policy to deny non-regional accredited institution credits.

Appeal for Approval of Non-General Education Coursework Over 10 Years

Non general education courses over 10 years old will not be accepted according to University policy. If a student wishes to appeal this policy, an Appeal of Transfer Credits form must be sent to the appropriate department for review within the same semester the student is admitted. Once the Department Chair reviews the coursework, the student will be notified in writing by the department via University email or U.S. mail if the coursework was denied. Approved coursework will be forwarded to the Registrar's office to add to the student's academic record. Once a department denies the appeal, no further action can be taken since it is a University policy to deny courses over 10 years old. Note: If the student fails to file the form within the first semester of transfer, the appeal will not be considered.

Appeal for Approval of General Education Status of a Transfer Course

In-state general education courses should be marked as GT pathways by the State of Colorado. If CSU Pueblo has not indicated that you are receiving general education credit for these courses, contact the Registrar's Office.

Courses that have not been earmarked as receiving general education status from an out-of-state institution may be appealed to the appropriate Department Chair for review within the same semester a student is admitted. Students must attach a course syllabus to the Appeal for Approval of Transfer Credits form and should attach documentation indicating the originating institution considered this course part of its general education core. Approved coursework is forwarded to the Registrar's office to add to the student's academic record. If a department denies the appeal, no further action can be taken. The academic department will notify the student in writing via University email or U.S. mail of the final decision. Note: If the student fails to file the form within the first semester of transfer, it will not be considered.

Colorado State University Pueblo has created the processes listed above for students to dispute the transfer of credit, if necessary. Students may also file a complaint through the Colorado Department of Higher Education at https://highered.colorado.gov/Academics/Complaints/.

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.

GRADUATE STUDIES

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 Athletic Training (MS), Biochemistry (MS), Biology (MS), Business Administration (MBA), Chemistry (MS), Education (M.Ed.), Engineering (MS), English (MA), Industrial and Systems Engineering (MSISE), Nursing (MS, DNP), and Social Work (MSW).

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): Athletic Training, Biochemistry, Biology, Business Administration, Chemistry, Computer Information Systems, Construction Management, Engineering, English, Industrial and Systems Engineering, and Non-Integrated.

3+2 programs are only available to degree-seeking undergraduate students. The 3+2 programs are not available to degree plus students, guest students, or non-degree seeking students.

Admissions

Academic Policies

Graduate Studies Acceptance of Transfer Credits

A maximum of <u>nine</u> 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 Degree Analyst. 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.

Graduate Studies Admission Policies

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.

Graduate Status

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 (27 graduate hours for students in the School of Education) 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.

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.

Western Regional Graduate Program

CSU Pueblo participates in the Western Regional Graduate Program (https://wiche.edu/wrgp/), allowing graduate students from select states (https://wiche.edu/states/) to receive a discounted tuition rate equal to the in-state rate. Qualifying students must be residents of a WICHE state (https://wiche.edu/states/) for tuition purposes. No additional application is required.

Same Degree/Same Program Policy
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.

Graduate Studies Admission 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 (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 Studies 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 the *Academic Policies* section of this catalog.

Graduate Studies 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 portfolio requirements and the process for requesting approval for prior learning credits. Individual graduate program may or may not authorize credits for prior learning. This process includes a non-refundable per course fee determined by the university for the graduate portfolio processing and review by the respective department.

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. Students are responsible to consult with financial services for any questions related to credit for prior learning and program 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.

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.

Graduate Studies Grading System

Graduate courses are graded in an alphabetical system with the following interpretation:

Grade	Description	per Credit
A+		
A	Excellent	4.00
A-		3.67
B+		3.33
B	Good performance	3.00
B-		2.67
C+		2.33
C	Passing, but below expected performance	2.00
D+		1.33
D	Unsatisfactory performance	1.00
D-		0.67
F	Failing	0.00
I	Incomplete	
S	Satisfactory	
IP	In progress	
U	Unsatisfactory	
W	Withdrawal	
WN	Withdrawal for nonpayment	
AU	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.

Graduate Studies 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.

Graduate Studies Program 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 advisor 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.

Undergraduate Leveling 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.

Comprehensive Examinations

Graduate programs may require a final comprehensive and/or oral examination. Scheduling is made through the graduate advisor. 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.

Graduate Thesis Policies
Thesis Option

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 advisor 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.

Non-Thesis Option

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 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 advisor.

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 advisor.

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.

Graduate Studies Registration

Graduate degree candidates must either enroll for at least one credit or register for Continuous Registration (CR 500) 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 advisor to all graduate students in the program. The responsibilities of the graduate advisor and the graduate committee include advisement, approval of the degree plan, approval of a thesis or directed research topic & final document (if appropriate), and administration & approval of comprehensive and/or oral examinations & thesis/project defense.

Continuous Registration Requirement

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.

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 any term

(including summer) are required to be registered for at least one credit or CR. See the Graduate Studies Registration Overview.

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.

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.

Course Loads

Graduate students enrolled in nine or more graduate credit hours are considered full-time students (five hours in Summer semesters); those enrolled for five graduate credit hours are considered half-time students (three hours in Summer semesters).

Graduate Studies Time Limit of Credit

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.

SPECIAL ACADEMIC PROGRAMS & SERVICES

Special Academic Programs

Special Student Services

Athletics

The Athletic Department at Colorado State University Pueblo offers 21-varsity intercollegiate sports. The ThunderWolves compete in the Rocky Mountain Athletic Conference as part of NCAA Division II. The RMAC consists of 15-member institutions throughout the states of Colorado, New Mexico, South Dakota, Nebraska, and Utah.

CSU Pueblo offers 11 women's sports, including basketball, cross country, golf, lacrosse, soccer, softball, swimming and diving, tennis, indoor and outdoor track & field and volleyball. The Thunderwolves compete in 10 men's sports, including baseball, basketball, cross country, football, golf, lacrosse, soccer, indoor and outdoor track and field and wrestling. Cheer and dance team opportunities are available to men and women as well.

Pack Athletics boasts some of the finest facilities in all of NCAA Division II. Since 2008, the commitment to the athletic facilities by the University and private donors has ushered in a new era for ThunderWolves Athletics. CSU Pueblo touts the addition of the 6,500-seat ThunderBowl (2008), renovation of the 4,300-seat Massari Arena (2008), construction of the Art & Lorraine Gonzales Soccer/Lacrosse Stadium (2016) and the renovation of the Rawlings Baseball and Softball Complexes (2020). The highly anticipated indoor training center, The ART (2021), will open in the summer 2021. All athletic facilities are used mainly by the 580 Pack student-athletes, but are available to student and public use upon request.

The ThunderWolves have won two team national championships, over 85 RMAC championships, over 100 national tournament appearances, won eight regional tournament championships and over 40 top ten team finishes. CSU Pueblo has also crowned over 300 All-Americans and 30 individual national champions, which includes 150 All-Americans and 20 national championships in the last 10 years.

For more information, please visit the CSU Pueblo athletics website at www.gothunderwolves.com (http://www.gothunderwolves.com).

Rawlings Outdoors Sports Complex

Rawlings Sports Complex houses Pack 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 upon request.

In 2021, the new indoor training center, The ART, was constructed in memory of Arthur Henry Gonzales, one of Pack Athletics biggest supporters. The 32,000-square foot building will be used for all indoor sporting activities throughout the year.

ThunderBowl

The ThunderBowl is one of the premier football and track and field facilities in NCAA Division II.

The ThunderBowl is unique in that it was built completely with external funds raised by "Friends of Football", a collection of Pueblo community members and University alums, totaling over $13 million and allowing for the return of football, wrestling and women's track and field to CSU Pueblo in 2008. In 2021, the Friends of Football gifted the ThunderBowl to the CSU Pueblo Foundation.

The ThunderBowl features 6,500 seats, synthetic turf field, nine-lane all-weather track (resurfaced in 2020), throwing, jumping and pole vault areas, as well as a 27,000-square-foot field house, which includes a 2,700-square-foot athletic training room, equipped with a 12-seat cold plunge and an underwater rehab treadmill and team meeting areas, student-athlete study-areas and lounges, and track and football coaches' offices

The stadium is also home to the Leomiti Warrior Center (https://gothunderwolves.com/facilities/leomiti-warrior-center/12/), a 10,000-square-foot strength and conditioning complex for all 21 varsity sports. The roof of the new weight room features an observation deck to provide opportunities for special events and pre-game hospitality.

Added in the summer of 2017 to the ThunderBowl was the ThunderTron video board, which lights up the north end of the stadium.

Massari Arena

Massari Arena seats 4,300 fans and is the home of Pack men's and women's basketball, wrestling and volleyball programs and is considered one of the finest indoor facilities in the RMAC and one of the top Division II arenas in the nation. The arena includes one section of premium chair back seating and a luxury box overlooking the arena, dubbed "The Wolf Pack Room".

Massari Arena re-opened in 2008 following a a two-year, $12 million renovation that expanded not only the arena, but the Sam Jones Sports Center, which includes a wrestling room, aerobics room, strength-training facility, racquetball and squash courts, swimming facility, athletic

department offices, and classrooms for the University's Exercise Science department.

The arena is also connected to CSU Pueblo Student Recreation Center, which includes two gymnasiums, a climbing wall, indoor running track, and access to racquetball courts, cardio/weight room, and more. Membership to the Recreation Center is free for all CSU Pueblo full-time students.

In 2020, Massari Arena was renovated once again. CSU Pueblo installed a 55-foot video board, the largest in the RMAC. A new sound system and LED video tables along press row were also installed, adding to the multimedia fan experience of indoor events events, including annual Convocation and Commencement ceremonies. New curtains were added in the summer of 2020.

Center for Honors & Leadership

The Colorado State University Pueblo Center for Honors and Leadership (CHL) houses the University's Honors Program and President's Leadership Program, bolstering the unique strengths and identity of both, while maximizing the synergies and opportunities that develop and enhance both programs. The CHL offers Minors in Honors and Leadership to qualified CSU Pueblo undergraduates and equips students to be purposeful in the design of their college experience. CHL courses are experiential and focus academically on self-leadership, ethics, service learning, and community engagement. As part of their curriculum, CHL students engage in life-long academic and professional planning. The CHL services the University community at large in support of honors societies and other leadership and scholarship activities promoted to all students.

Academic Programs

Center for Teaching & Learning

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

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:

- Students with a support network within their research community, and
- 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.

CSU Pueblo Bookstore

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 bookstore is also open before home football games.

The CSU Pueblo Bookstore carries a variety of products including textbooks and course materials, general books, office and art supplies, officially licensed ThunderWolves apparel and gifts, and assorted food and snack products.

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 (http://www.csupueblobookstore.com/).

Visa, MasterCard, Discover, debit cards, and charges to Student Accounts may be used at the bookstore and online when making purchases. Dates when students can charge to their student accounts are published on the bookstore website and in PAWS.

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 us in person, or contact us at (719) 549-2146 during our regular store hours, or email us anytime at: csu-pueblobookstore@csupueblo.edu.

CSU Pueblo Food Services

Campus food services are located in several areas on campus for your convenience. Our main commitment is to provide fresh and healthy food to the campus community though a recently renovated cafeteria in the Occhiato Student Center and various other retail locations. The hours of

each location varies and is subject to change. Please contact Auxiliary Services at 719-549-2149 if you have any questions.

Pack Cafe

The 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:

Meal	Hours
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 & Sunday:

Meal	Hours
Brunch	10:30 a.m. - 1:30 p.m.
Dinner	5:00 p.m. - 6:30 p.m.

The Pavilion

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 normal hours of operation are Monday through Friday, 7:30 a.m. - 1:30 p.m and are subject to change.

Erbert & Gerbert's Sandwich Shop

E&G Sandwich Shop is located on the main level of the Culebra Residence Hall on the north side of campus. The menu includes sandwiches, wraps, mac and cheese, and a variety of soups.

The normal hours of operation are as follows and are subject to change:

Monday thru Sunday: 11:00 am - 6 p.m

Campus Cafes

Cafe 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 normal hours of operation are as follows and are subject to change:

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 normal hours of operation are as follows and are subject to change:

Monday thru Friday: 7:30 a.m. - 1:30 p.m

Einstein's Bros. Bagels is located on the main level of the Occhiato Student Center. They offer coffee, drinks, breakfast, lunch items and other grab-and-go foods. The normal hours of operation are as follows and are subject to change:

Monday thru Friday: 7:30 a.m. - 1:30 p.m

Tacos Navarro is located on the main level of the Occhiato Student Center. They offer tacos, burritos, hamburgers and a Pueblo specialty, "The Slopper". The normal hours of operation are as follows and are subject to change:

Monday thru Friday: 7:30 a.m. - 1:30 p.m

English Language Institute

The English Language Institute (ELI) of CSU Pueblo is an intensive English program. The assists students in meeting the English proficiency requirement 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. ELI also serves students who want to improve their English skills for study in their own countries, for employment, or for personal goals.

The curriculum consists of four levels: Beginning, Intermediate, High-Intermediate, and Advanced with a Reading/Writing block and a Listening/Speaking block at each level. Additional elective courses, tutoring, and a conversation partner program enrich the learning process.

Contact intprog@csupueblo.edu for further information.

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 & 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

Parking on campus is managed by the Parking and Safety Office. If you have any questions, please call 719-549-2373.

Students who park their vehicles on campus must display a valid permit. Permits may be obtained online@csupueblo.thepermitstore.com (https://csupueblo.thepermitstore.com/). 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 account prior to financial aid disbursement. Student permits expire on August 31st every year.

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 year-round and enforced by University Public Safety. Permits can be purchased online at https://csupueblo.thepermitstore.com twenty-four hours a day, throughout the year. Students living in Crestone Hall, Culebra Hall, and Greenhorn Hall will be provided special 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. Students are authorized to park between two white lines, indicating student parking.

Pack Cares

Advising

First-Year Student Advising

All first-year, first-time students are advised through Pack Cares. 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. Pack Cares 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 (http://www.csupueblo.edu/center-for-academic-enrichment/).

Undeclared Academic Advising for Continuing and New Transfer Students

Pack Cares 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.

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.

President's Leadership Program

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 trans-formational 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.

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.

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

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.
- 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.

Specific Program Requirements
Leadership Studies Minor

(Prerequisite: Acceptance into President's Leadership Program)

Course Requirements	Title	Credits
PLP 160	PRINCIPLES OF LEADERSHIP	3
PLP 260	LEADERSHIP IN SERVICE ORGANIZATIONS	3
PLP 360	APPLIED LEADERSHIP	3
PLP 460 or PLP 489	WORKING WITH EXPERIENCED LEADERS FIELD PLACEMENT IN LEADERSHIP	3
COMR 103	SPEAKING AND LISTENING (or an equivalent college-level public speaking course)	3
Approved Electives (minimum)		3
Total Credits		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 advisor 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.)

Course	Title	Credits
BSAD 270	BUSINESS COMMUNICATIONS	3.0
BSAD 302	ETHICS IN BUSINESS	3.0
EPER 436	EXERCISE ASSESSMENT	3.0
MC 370	NON-PROFIT ORGANIZATIONS AND COMMUNICATION	3.0
MGMT 201	PRINCIPLES OF MANAGEMENT	3
MGMT 301	ORGANIZATIONAL BEHAVIOR	3
PHIL 201	CLASSICS IN ETHICS	3
PHIL 204	CRITICAL REASONING	3
POLS 405	THE AMERICAN PRESIDENCY	3.0
PSYC 311	THEORIES OF PERSONALITY	3.0
PSYC 315	INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY	3.0
PSYC/SOC 352	SOCIAL PSYCHOLOGY	3.0
EPER 270	OUTDOOR LEADERSHIP I	2.0
EPER 350	LEADERSHIP AND ETHICS	3.0
EPER 370	OUTDOOR LEADERSHIP II	2.0
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.

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.

Through a unique relationship between CSU Pueblo and Rocky Mountain PBS, students engage in hands-on learning through the production of local programs.

University Honors Minor Program

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.

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.

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.

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.

Specific Program Requirements

Honors Minor

Course	Title	Credits
HONR 101		
HONR 101L	FOUNDATIONS OF KNOWLEDGE LAB	1.00
HONR 201	ART AND SCIENCE OF HUMAN EXPERIENCE	2.00
Honors General Education Courses		6
Honors Upper Division Course (requires Honors Director approval)		3
HONR 310	HONORS GROUP PROJECT	1.00
Take the following 1 credit course twice for 2 credits:		2
HONR 380	HONORS SERVICE-LEARNING	1.00
HONR 481	SENIOR HONORS THESIS	1.00
Total Credits		16

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.

General Education 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 99 Foundational Practices in Writing (3 c.h.) and RDG 99 Developmental Reading Skills (3 c.h.). For more information visit us on the 2nd floor of the Library or call us at (719) 549-2333.

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 on the 2nd floor of the Library, online at Online Writing Lab (https://www.csupueblo.edu/tutoring-services/online-writing-lab/), or call us to make an appointment at (719) 549-2333.

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.

EXTENDED STUDIES

Colorado State University Pueblo Division of Extended Studies houses several academic and professional development opportunities for the university. Through collaboration with Academic Departments, a variety of courses and programs are offered, including CSU Pueblo Online, the Independent Study degree program, External Degree program, the High School University Bridge Program, and Short Courses and Conferences.

Both degree-seeking 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 or the Online Programs 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 additional academic access opportunities to students. A variety of educational methods – classroom instruction, correspondence courses, online 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 vocational 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.

Extended Studies coordinates the satellite campus programs and course offerings including but not limited to the Colorado Springs Tower Campus and has an off-site office location for student support at the Fort Carson Army Base, as well classes at the ACC Sturm Campus. Future satellite campus locations will be run through Extended Studies.

Departments & Programs

CSU Pueblo Online

External Degree Program (https://catalog.csupueblo.edu/extended-studies/external-degree-program/)

High School University Program (https://catalog.csupueblo.edu/extended-studies/high-school-university-program/)

Independent Study Program (https://catalog.csupueblo.edu/extended-studies/independent-study-program/)

Interdisciplinary Studies, Bachelor of Science (https://catalog.csupueblo.edu/extended-studies/interdisciplinary-studies-bs/)

Short Courses & Conferences (https://catalog.csupueblo.edu/extended-studies/short-course-conference/)

Teacher Education Program (https://catalog.csupueblo.edu/extended-studies/teacher-education-program/)

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.

These lists are subject to change.

Undergraduate Degree Programs

Program	Department	College	3+2	Available Online
Accounting, Bachelor of Science in Business Administration (p. 377)	Hasan School of Business (p. 376)	Hasan School of Business (p. 376)		
Art Creative Media, Bachelor of Arts (p. 217)	Art Creative Media (p. 215)	College of Humanities, Arts, and Social Sciences (p. 214)		
Art Creative Media: Art History Concentration, Bachelor of Arts (p. 220)	Art Creative Media (p. 215)	College of Humanities, Arts, and Social Sciences (p. 214)		
Art Creative Media: Creative Media Concentration, Bachelor of Fine Arts (p. 216)	Art Creative Media (p. 215)	College of Humanities, Arts, and Social Sciences (p. 214)		
Art Creative Media: Studio Arts Concentration, Bachelor of Fine Arts (p. 216)	Art Creative Media (p. 215)	College of Humanities, Arts, and Social Sciences (p. 214)		
Art: Art Education K-12 Concentration, Bachelor of Arts (p. 219)	Art Creative Media (p. 215)	College of Humanities, Arts, and Social Sciences (p. 214)		
Athletic Training 3+2 Program, Bachelor of Science/Master of Science (p. 159)	School of Health Science Human Movement (p. 156)	College of Health, Education, and Nursing (p. 96)	# (3+2 Program)	
Automotive Industry Management, Bachelor of Applied Science (p. 379)	Hasan School of Business (p. 376)	Hasan School of Business (p. 376)		
Automotive Industry Management, Bachelor of Science (p. 380)	Hasan School of Business (p. 376)	Hasan School of Business (p. 376)		
Biochemistry 3+2 Plan, Joint Bachelor of Science/Master of Science (p. 327)	Chemistry (p. 326)	College of Science, Technology, Engineering, and Mathematics (p. 310)	# (3+2 Program)	
Biology 3+2 Program, Bachelor of Science/Master of Science (p. 312)	Biology (p. 311)	College of Science, Technology, Engineering, and Mathematics (p. 310)	# (3+2 Program)	
Biology: Basic Biology Concentration, Bachelor of Science (p. 314)	Biology (p. 311)	College of Science, Technology, Engineering, and Mathematics (p. 310)		
Biology: Biology/Chemistry Double Major Concentration, Bachelor of Science (p. 316)	Biology (p. 311)	College of Science, Technology, Engineering, and Mathematics (p. 310)		
Biology: Biomedical Sciences Concentration, Bachelor of Science (p. 317)	Biology (p. 311)	College of Science, Technology, Engineering, and Mathematics (p. 310)		
Biology: Cellular Molecular Biosciences Concentration, Bachelor of Science (p. 317)	Biology (p. 311)	College of Science, Technology, Engineering, and Mathematics (p. 310)		

Biology: Environmental Biosciences Concentration, Bachelor of Science (p. 319)	Biology (p. 311)	College of Science, Technology, Engineering, and Mathematics (p. 310)	
Biology: Secondary Certification Concentration, Bachelor of Science (p. 320)	Biology (p. 311)	College of Science, Technology, Engineering, and Mathematics (p. 310)	
Business Administration 3+2 Program, Integrated Bachelor of Science in Business Administration/Master of Business Administration (p. 382)	Hasan School of Business (p. 376)	Hasan School of Business (p. 376)	# (3+2 Program)
Business Administration 3+2 Program, Integrated Computer Information Systems, Bachelor of Science/Master of Business Administration (p. 383)	Hasan School of Business (p. 376)	Hasan School of Business (p. 376)	# (3+2 Program)
Business Administration 3+2 Program, Integrated Construction Management, Bachelor of Science/Master of Business Administration (p. 384)	Hasan School of Business (p. 376)	College of Science, Technology, Engineering, and Mathematics (p. 310)	# (3+2 Program)
Business Administration 3+2 Program, Non-Integrated BS, BA/MBA (p. 385)	Hasan School of Business (p. 376)	Hasan School of Business (p. 376)	# (3+2 Program)
Business Management, Bachelor of Science in Business Administration (p. 389)	Hasan School of Business (p. 376)	Hasan School of Business (p. 376)	
Business Management: Agribusiness Concentration, Bachelor of Science in Business Administration (p. 391)	Hasan School of Business (p. 376)	Hasan School of Business (p. 376)	
Business Management: Information Technology Concentration, Bachelor of Science in Business Administration (p. 393)	Hasan School of Business (p. 376)	Hasan School of Business (p. 376)	
Business Management: Organizational Risk Security Management Concentration, Bachelor of Science in Business Administration (p. 396)	Hasan School of Business (p. 376)	Hasan School of Business (p. 376)	
Business Management: Sports Industry Management Concentration, Bachelor of Science in Business Administration (p. 398)	Hasan School of Business (p. 376)	Hasan School of Business (p. 376)	
Cannabis Biology Chemistry: Analytical Concentration, Bachelor of Science (p. 328)	Chemistry (p. 326)	College of Science, Technology, Engineering, and Mathematics (p. 310)	

Cannabis Biology Chemistry: Natural Products Concentration, Bachelor of Science (p. 330)	Chemistry (p. 326)	College of Science, Technology, Engineering, and Mathematics (p. 310)	
Chemistry 3+2 Plan, Joint Bachelor of Science/Master of Science (p. 331)	Chemistry (p. 326)	College of Science, Technology, Engineering, and Mathematics (p. 310)	# (3+2 Program)
Chemistry: ACS Certified Concentration, Bachelor of Science (p. 333)	Chemistry (p. 326)	College of Science, Technology, Engineering, and Mathematics (p. 310)	
Chemistry: Basic Chemistry Concentration, Bachelor of Science (p. 335)	Chemistry (p. 326)	College of Science, Technology, Engineering, and Mathematics (p. 310)	
Chemistry: Biochemistry Concentration, Bachelor of Science (p. 336)	Chemistry (p. 326)	College of Science, Technology, Engineering, and Mathematics (p. 310)	
Chemistry: Double Major Concentration, Bachelor of Science (p. 338)	Chemistry (p. 326)	College of Science, Technology, Engineering, and Mathematics (p. 310)	
Chemistry: Environmental Chemistry Concentration, Bachelor of Science (p. 339)	Chemistry (p. 326)	College of Science, Technology, Engineering, and Mathematics (p. 310)	
Chemistry: Secondary Teaching Certification Concentration, Bachelor of Science (p. 341)	Chemistry (p. 326)	College of Science, Technology, Engineering, and Mathematics (p. 310)	
Civil Engineering Technology, Bachelor of Science in Civil Engineering Technology (p. 355)	Engineering Technology Construction Management (p. 355)	College of Science, Technology, Engineering, and Mathematics (p. 310)	
Computer Information Systems, Bachelor of Science (p. 400)	Hasan School of Business (p. 376)	Hasan School of Business (p. 376)	
Computer Information Systems: Cyber Security Concentration, Bachelor of Science (p. 402)	Hasan School of Business (p. 376)	Hasan School of Business (p. 376)	
Computer Information Systems: Data Analytics Concentration, Bachelor of Science (p. 404)	Hasan School of Business (p. 376)	Hasan School of Business (p. 376)	
Computer Information Systems: Software Development Concentration, Bachelor of Science (p. 406)	Hasan School of Business (p. 376)	Hasan School of Business (p. 376)	
Construction Management 3+2 Program, Joint Bachelor of Science in Construction Management/Master of Business Administration (p. 357)	Engineering Technology Construction Management (p. 355)	College of Science, Technology, Engineering, and Mathematics (p. 310)	# (3+2 Program)
Construction Management, Bachelor of Science (p. 359)	Engineering Technology Construction Management (p. 355)	College of Science, Technology, Engineering, and Mathematics (p. 310)	
Criminology, Bachelor of Arts (p. 301)	Sociology, Criminology, Anthropology (p. 300)	College of Humanities, Arts, and Social Sciences (p. 214)	

Criminology, Bachelor of Science (p. 303)	Sociology, Criminology, Anthropology (p. 300)	College of Humanities, Arts, and Social Sciences (p. 214)	
Early Childhood Education, Bachelor of Science (p. 100)	School of Education (p. 97)	College of Health, Education, and Nursing (p. 96)	
Early Childhood Education: K-3 Education Concentration, Bachelor of Science (p. 102)	School of Education (p. 97)	College of Health, Education, and Nursing (p. 96)	
Economics, Bachelor of Science in Business Administration (p. 408)	Hasan School of Business (p. 376)	Hasan School of Business (p. 376)	
Economics: Finance Concentration, Bachelor of Science in Business Administration (p. 411)	Hasan School of Business (p. 376)	Hasan School of Business (p. 376)	
Engineering 3+2 Program, Bachelor of Science/Master of Science (p. 345)	Engineering (p. 344)	College of Science, Technology, Engineering, and Mathematics (p. 310)	# (3+2 Program)
Engineering, Bachelor of Science in Engineering: Mechatronics Specialization (p. 345)	Engineering (p. 344)	College of Science, Technology, Engineering, and Mathematics (p. 310)	
English 3+2 Program, Joint Bachelor of Arts/Master of Arts (p. 226)	English World Language (p. 223)	College of Humanities, Arts, and Social Sciences (p. 214)	# (3+2 Program)
English, Bachelor of Arts (p. 228)	English World Language (p. 223)	College of Humanities, Arts, and Social Sciences (p. 214)	
English: Creative Writing Concentration, Bachelor of Arts (p. 232)	English World Language (p. 223)	College of Humanities, Arts, and Social Sciences (p. 214)	
English: Secondary Teaching Endorsement, Bachelor of Arts (p. 234)	English World Language (p. 223)	College of Humanities, Arts, and Social Sciences (p. 214)	
Exercise Science, Physical Education, Recreation: General Exercise Science Concentration, Bachelor of Science (p. 162)	School of Health Science Human Movement (p. 156)	College of Health, Education, and Nursing (p. 96)	
Exercise Science, Physical Education, Recreation: Physical Education K-12 Teacher Preparation Concentration, Bachelor of Science (p. 165)	School of Health Science Human Movement (p. 156)	College of Health, Education, and Nursing (p. 96)	
Exercise Science, Physical Education, Recreation: Recreation Concentration, Bachelor of Science (p. 168)	School of Health Science Human Movement (p. 156)	College of Health, Education, and Nursing (p. 96)	
Exercise Science, Physical Education, Recreation: Strength Conditioning Concentration, Bachelor of Science (p. 170)	School of Health Science Human Movement (p. 156)	College of Health, Education, and Nursing (p. 96)	

Health Science Administration, Bachelor of Applied Science (p. 172)	School of Health Science Human Movement (p. 156)	College of Health, Education, and Nursing (p. 96)
Health Science: Health Coaching Concentration, Bachelor of Science (p. 174)	School of Health Science Human Movement (p. 156)	College of Health, Education, and Nursing (p. 96)
Health Sciences: General Health Science Concentration, Bachelor of Science (p. 175)	School of Health Science Human Movement (p. 156)	College of Health, Education, and Nursing (p. 96)
Health Sciences: Pre-Athletic Training Concentration, Bachelor of Science (p. 177)	School of Health Science Human Movement (p. 156)	College of Health, Education, and Nursing (p. 96)
Health Sciences: Pre-Nursing Concentration (p. 179)	School of Health Science Human Movement (p. 156)	College of Health, Education, and Nursing (p. 96)
Health Sciences: Public Health Concentration, Bachelor of Science (p. 181)	School of Health Science Human Movement (p. 156)	College of Health, Education, and Nursing (p. 96)
History, Bachelor of Arts (p. 242)	History, Political Science, Geography, Philosophy (p. 241)	College of Humanities, Arts, and Social Sciences (p. 214)
History: General Concentration, Bachelor of Science (p. 244)	History, Political Science, Geography, Philosophy (p. 241)	College of Humanities, Arts, and Social Sciences (p. 214)
History: Secondary Education Concentration, Bachelor of Science (p. 245)	History, Political Science, Geography, Philosophy (p. 241)	College of Humanities, Arts, and Social Sciences (p. 214)
Humanities Social Sciences, Bachelor of Arts (p. 257)	College of Humanities and Social Sciences (p. 289)	College of Humanities, Arts, and Social Sciences (p. 214)
Industrial Engineering, Bachelor of Science in Industrial Engineering (p. 349)	Engineering (p. 344)	College of Science, Technology, Engineering, and Mathematics (p. 310)
Leadership Organizational Management, Bachelor of Applied Science (p. 413)	Hasan School of Business (p. 376)	Hasan School of Business (p. 376)
Liberal Studies, Bachelor of Science (p. 144)	School of Education (p. 97)	College of Health, Education, and Nursing (p. 96)
Marketing, Bachelor of Science in Business Administration (p. 414)	Hasan School of Business (p. 376)	Hasan School of Business (p. 376)
Math/Physics Double Major, Bachelor of Science (p. 362)	Math Physics (p. 361)	College of Science, Technology, Engineering, and Mathematics (p. 310)
Mathematics, Bachelor of Arts (p. 363)	Math Physics (p. 361)	College of Science, Technology, Engineering, and Mathematics (p. 310)
Mathematics, Bachelor of Science (p. 364)	Math Physics (p. 361)	College of Science, Technology, Engineering, and Mathematics (p. 310)
Mathematics: Secondary Certification Concentration, Bachelor of Arts (p. 366)	Math Physics (p. 361)	College of Science, Technology, Engineering, and Mathematics (p. 310)

Mathematics: Secondary Certification Concentration, Bachelor of Science (p. 368)	Math Physics (p. 361)	College of Science, Technology, Engineering, and Mathematics (p. 310)
Media Communication: Digital Media Concentration, Bachelor of Arts (p. 260)	Media Communication (p. 259)	College of Humanities, Arts, and Social Sciences (p. 214)
Media Communication: Digital Media Concentration, Bachelor of Science (p. 262)	Media Communication (p. 259)	College of Humanities, Arts, and Social Sciences (p. 214)
Media Communication: Multimedia Journalism Concentration, Bachelor of Arts (p. 264)	Media Communication (p. 259)	College of Humanities, Arts, and Social Sciences (p. 214)
Media Communication: Multimedia Journalism Concentration, Bachelor of Science (p. 266)	Media Communication (p. 259)	College of Humanities, Arts, and Social Sciences (p. 214)
Media Communication: Strategic Communication Concentration, Bachelor of Arts (p. 269)	Media Communication (p. 259)	College of Humanities, Arts, and Social Sciences (p. 214)
Media Communication: Strategic Communication Concentration, Bachelor of Science (p. 271)	Media Communication (p. 259)	College of Humanities, Arts, and Social Sciences (p. 214)
Middle School Mathematics Education, Bachelor of Science (p. 148)	School of Education (p. 97)	College of Health, Education, and Nursing (p. 96)
Music: General Concentration, Bachelor of Arts (p. 277)	Music (p. 275)	College of Humanities, Arts, and Social Sciences (p. 214)
Music: Music Education Concentration, Bachelor of Arts (p. 280)	Music (p. 275)	College of Humanities, Arts, and Social Sciences (p. 214)
Music: Music Performance Concentration, Bachelor of Arts (p. 285)	Music (p. 275)	College of Humanities, Arts, and Social Sciences (p. 214)
Nursing, Bachelor of Science in Nursing (p. 185)	School of Nursing (p. 184)	College of Health, Education, and Nursing (p. 96)
Nursing: Nurse Educator Concentration, Joint Bachelor of Science/Master of Science (p. 202)	School of Nursing (p. 184)	College of Health, Education, and Nursing (p. 96)
Physics, Bachelor of Science (p. 369)	Math Physics (p. 361)	College of Science, Technology, Engineering, and Mathematics (p. 310)
Physics: Physical Science Secondary Certification Concentration, Bachelor of Science (p. 371)	Math Physics (p. 361)	College of Science, Technology, Engineering, and Mathematics (p. 310)
Physics: Physics Secondary Certification Concentration, Bachelor of Science (p. 373)	Math Physics (p. 361)	College of Science, Technology, Engineering, and Mathematics (p. 310)
Political Science, Bachelor of Arts (p. 248)	History, Political Science, Geography, Philosophy (p. 241)	College of Humanities, Arts, and Social Sciences (p. 214)

Political Science: General Concentration, Bachelor of Science (p. 250)	History, Political Science, Geography, Philosophy (p. 241)	College of Humanities, Arts, and Social Sciences (p. 214)
Political Science: Secondary Education Concentration, Bachelor of Arts (p. 251)	History, Political Science, Geography, Philosophy (p. 241)	College of Humanities, Arts, and Social Sciences (p. 214)
Political Science: Secondary Education Concentration, Bachelor of Science (p. 254)	History, Political Science, Geography, Philosophy (p. 241)	College of Humanities, Arts, and Social Sciences (p. 214)
Pre-Engineering Program (p. 353)	Engineering (p. 344)	College of Science, Technology, Engineering, and Mathematics (p. 310)
Psychology, Bachelor of Arts (p. 290)	Psychology (p. 290)	College of Humanities, Arts, and Social Sciences (p. 214)
Psychology, Bachelor of Science (p. 292)	Psychology (p. 290)	College of Humanities, Arts, and Social Sciences (p. 214)
Social Work, Bachelor of Social Work (p. 295)	Social Work (p. 295)	College of Humanities, Arts, and Social Sciences (p. 214)
Sociology, Bachelor of Arts (p. 304)	Sociology, Criminology, Anthropology (p. 300)	College of Humanities, Arts, and Social Sciences (p. 214)
Sociology, Bachelor of Science (p. 306)	Sociology, Criminology, Anthropology (p. 300)	College of Humanities, Arts, and Social Sciences (p. 214)
Wildlife Natural Resources: Aquatic Concentration, Bachelor of Science (p. 322)	Biology (p. 311)	College of Science, Technology, Engineering, and Mathematics (p. 310)
Wildlife Natural Resources: Terrestrial Concentration, Bachelor of Science (p. 324)	Biology (p. 311)	College of Science, Technology, Engineering, and Mathematics (p. 310)
World Language-Spanish, Bachelor of Arts (p. 237)	English World Language (p. 223)	College of Humanities, Arts, and Social Sciences (p. 214)
World Language-Spanish: K-12 Teaching Endorsement, Bachelor of Arts (p. 239)	English World Language (p. 223)	College of Humanities, Arts, and Social Sciences (p. 214)

Graduate Degree Programs

Program	Department	College	Available Online
Athletic Training, Master of Science (p. 161)	School of Health Science Human Movement (p. 156)	College of Health, Education, and Nursing (p. 96)	
Biochemistry, Master of Science (p. 327)	Chemistry (p. 326)	College of Science, Technology, Engineering, and Mathematics (p. 310)	
Biology, Master of Science (p. 312)	Biology (p. 311)	College of Science, Technology, Engineering, and Mathematics (p. 310)	
Business Administration, Master of Business Administration (p. 386)	Hasan School of Business (p. 376)	Hasan School of Business (p. 376)	

Business Administration: Cybersecurity Concentration, Master of Business Administration (p. 387)	Hasan School of Business (p. 376)	Hasan School of Business (p. 376)
Business Administration: Healthcare Administration Concentration, Master of Business Administration (p. 388)	Hasan School of Business (p. 376)	Hasan School of Business (p. 376)
Business Administration: Public Management Concentration, Masters of Business Adminstration (p. 389)	Hasan School of Business (p. 376)	Hasan School of Business (p. 376)
Chemistry, Master of Science (p. 331)	Chemistry (p. 326)	College of Science, Technology, Engineering, and Mathematics (p. 310)
Education: Art Education Concentration, Master of Education (p. 104)	School of Education (p. 97)	College of Health, Education, and Nursing (p. 96)
Education: Curriculum Instruction Concentration, Master of Education (p. 107)	School of Education (p. 97)	College of Health, Education, and Nursing (p. 96)
Education: Early Childhood Education Concentration, Master of Education (p. 110)	School of Education (p. 97)	College of Health, Education, and Nursing (p. 96)
Education: Early Learning Concentration, Master of Education (p. 113)	School of Education (p. 97)	College of Health, Education, and Nursing (p. 96)
Education: English Concentration, Master of Education (p. 116)	School of Education (p. 97)	College of Health, Education, and Nursing (p. 96)
Education: Health Physical Education Concentration, Master of Education (p. 119)	School of Education (p. 97)	College of Health, Education, and Nursing (p. 96)
Education: Instructional Technology Concentration, Master of Education (p. 122)	School of Education (p. 97)	College of Health, Education, and Nursing (p. 96)
Education: Linguistically Diverse Concentration, Master of Education (p. 125)	School of Education (p. 97)	College of Health, Education, and Nursing (p. 96)
Education: Music Education Concentration, Master of Education (p. 128)	School of Education (p. 97)	College of Health, Education, and Nursing (p. 96)
Education: Space Studies for Educators Concentration, Master of Education (p. 132)	School of Education (p. 97)	College of Health, Education, and Nursing (p. 96)
Education: Special Education Concentration, Master of Education (p. 135)	School of Education (p. 97)	College of Health, Education, and Nursing (p. 96)
Education: World Language Concentration, Master of Education (p. 138)	School of Education (p. 97)	College of Health, Education, and Nursing (p. 96)
English, Graduate Certificate (p. 230)	English World Language (p. 223)	College of Humanities, Arts, and Social Sciences (p. 214)
English, Master of Arts (p. 230)	English World Language (p. 223)	College of Humanities, Arts, and Social Sciences (p. 214)
Industrial Systems Engineering, Master of Science (p. 348)	Engineering (p. 344)	College of Science, Technology, Engineering, and Mathematics (p. 310)

Mechatronics Engineering, Master of Science (p. 352)	Engineering (p. 344)	College of Science, Technology, Engineering, and Mathematics (p. 310)
Nurse Educator, Post Masters Certification (p. 185)	School of Nursing (p. 184)	College of Health, Education, and Nursing (p. 96)
Nursing: Adult/Gerontology Acute Care Nurse Practitioner Concentration, Master of Science (p. 192)	School of Nursing (p. 184)	College of Health, Education, and Nursing (p. 96)
Nursing: Adult/Gerontology Acute Care Nurse Practitioner, Post Masters Certification (p. 194)	School of Nursing (p. 184)	College of Health, Education, and Nursing (p. 96)
Nursing: Adult/Gerontology Acute Care/Family Nurse Practitioner Concentration, Master of Science (p. 198)	School of Nursing (p. 184)	College of Health, Education, and Nursing (p. 96)
Nursing: Adult/Gerontology Acute Care/Family Nurse Practitioner, Post Masters Certification (p. 200)	School of Nursing (p. 184)	College of Health, Education, and Nursing (p. 96)
Nursing: Nurse Educator Concentration, Master of Science (p. 203)	School of Nursing (p. 184)	College of Health, Education, and Nursing (p. 96)
Nursing: Nurse Manager Leader Concentration, Master of Science (p. 205)	School of Nursing (p. 184)	College of Health, Education, and Nursing (p. 96)
Nursing: Psychiatric-Mental Health Nurse Practitioner Concentration, Master of Science (p. 210)	School of Nursing (p. 184)	College of Health, Education, and Nursing (p. 96)
Nursing: Psychiatric-Mental Health Nurse Practitioner, Post Masters Certification (p. 212)	School of Nursing (p. 184)	College of Health, Education, and Nursing (p. 96)
Railroad Engineering, Graduate Certificate (p. 353)	Engineering (p. 344)	College of Science, Technology, Engineering, and Mathematics (p. 310)
Social Work, Masters of Social Work (p. 298)	Social Work (p. 295)	College of Humanities, Arts, and Social Sciences (p. 214)

Minor & Certificate Programs

Program	Department	College
Accounting, Minor (p. 379)	Hasan School of Business (p. 376)	Hasan School of Business (p. 376)
Advanced Construction Manager, Certificate (p. 360)	Engineering Technology Construction Management (p. 355)	College of Science, Technology, Engineering, and Mathematics (p. 310)
Anthropology, Minor (p. 300)	Sociology, Criminology, Anthropology (p. 300)	College of Humanities, Arts, and Social Sciences (p. 214)
Art Creative Media, Minor (p. 218)	Art Creative Media (p. 215)	College of Humanities, Arts, and Social Sciences (p. 214)
Automotive Industry Management, Minor (p. 381)	Hasan School of Business (p. 376)	Hasan School of Business (p. 376)
Biology, Minor (p. 314)	Biology (p. 311)	College of Science, Technology, Engineering, and Mathematics (p. 310)
Business Administration, Minor (p. 387)	Hasan School of Business (p. 376)	Hasan School of Business (p. 376)
Cannabis Studies, Minor (p. 222)	College of Humanities and Social Sciences (p. 289)	College of Humanities, Arts, and Social Sciences (p. 214)
Chemistry, Minor (p. 333)	Chemistry (p. 326)	College of Science, Technology, Engineering, and Mathematics (p. 310)

Reading, Minor (p. 150)	School of Education (p. 97)	College of Health, Education, and Nursing (p. 96)
Recreation Leadership, Certificate (p. 183)	School of Health Science Human Movement (p. 156)	College of Health, Education, and Nursing (p. 96)
Recreation, Minor (p. 183)	School of Health Science Human Movement (p. 156)	College of Health, Education, and Nursing (p. 96)
Secondary K-12 Education, Minor (p. 151)	School of Education (p. 97)	College of Health, Education, and Nursing (p. 96)
Secondary English Education, Certificate (p. 152)	School of Education (p. 97)	College of Health, Education, and Nursing (p. 96)
Secondary Mathematics, Certificate (p. 152)	School of Education (p. 97)	College of Health, Education, and Nursing (p. 96)
Secondary Science - Biology, Certificate (p. 153)	School of Education (p. 97)	College of Health, Education, and Nursing (p. 96)
Secondary Science - Chemistry, Certificate (p. 154)	School of Education (p. 97)	College of Health, Education, and Nursing (p. 96)
Secondary Science - Physical Science, Certificate (p. 154)	School of Education (p. 97)	College of Health, Education, and Nursing (p. 96)
Secondary Science - Physics, Certificate (p. 155)	School of Education (p. 97)	College of Health, Education, and Nursing (p. 96)
Secondary Social Studies - History, Certificate (p. 155)	School of Education (p. 97)	College of Health, Education, and Nursing (p. 96)
Secondary Social Studies - Political Science, Certificate (p. 156)	School of Education (p. 97)	College of Health, Education, and Nursing (p. 96)
Six Sigma Green Belt, Certificate (p. 353)	Engineering (p. 344)	College of Science, Technology, Engineering, and Mathematics (p. 310)
Sociology, Minor (p. 307)	Sociology, Criminology, Anthropology (p. 300)	College of Humanities, Arts, and Social Sciences (p. 214)
Spanish, Minor (p. 237)	English World Language (p. 223)	College of Humanities, Arts, and Social Sciences (p. 214)
Supervisory Management, Minor (p. 415)	Hasan School of Business (p. 376)	Hasan School of Business (p. 376)
Sustainability, Certificate (p. 354)	Engineering (p. 344)	College of Science, Technology, Engineering, and Mathematics (p. 310)
Sustainability, Minor (p. 354)	Engineering (p. 344)	College of Science, Technology, Engineering, and Mathematics (p. 310)
Technology Computing Instruction, Certificate (p. 415)	Hasan School of Business (p. 376)	Hasan School of Business (p. 376)
Tourism, Minor (p. 183)	School of Health Science Human Movement (p. 156)	College of Health, Education, and Nursing (p. 96)
User Experience, Certificate (p. 237)	English World Language (p. 223)	College of Humanities, Arts, and Social Sciences (p. 214)
Veteran Studies, Minor (p. 309)	College of Humanities and Social Sciences (p. 289)	College of Humanities, Arts, and Social Sciences (p. 214)
Women's Studies, Minor (p. 308)	Sociology, Criminology, Anthropology (p. 300)	College of Humanities, Arts, and Social Sciences (p. 214)

COLLEGE OF HEALTH, EDUCATION, & NURSING

The College of Health, Education and Nursing offers many professional major programs of study. There are 3 schools within the college, the School of Health Sciences and Human Movement, the School of Education, and the School of Nursing. Each School offers multiple undergraduate and graduate degrees for professions in health, education and healthcare.

The School of Health Sciences and Human Movement offers degrees in; Health Science B.S., Health Science and Administration B.A.S. online, Exercise Science B.S., Health Coaching Minor. Coaching Minor, Exercise Science Minor, Fitness & Recreational Sports Minor, Public Health Minor, Outdoor Education Minor & Tourism Minor and graduate programs including Athletic Training M.S., & Athletic Training 3+2 Program.

The School of Education offers degrees in; Liberal Studies (Elementary), Early Childhood Education B.S., Middle School Math B.S., Education Minor, and graduate programs, Master of Education, Master of Education Online, Graduate Certificates & Alternative Licensure.

The School of Nursing offers degrees in; Bachelor of Science in Nursing (BSN), RN (ADN) to BSN online, RN (ADN) to MS online, and graduate programs including the Nurse Manager and Leader M.S. online, Nurse Educator online, MS Nurse Practitioner (Adult Gerontology Acute Care, Adult Gerontology Acute Care Family and the Psychiatric-Mental Health nurse practitioner), and the Doctor of Nursing Practice (Adult Gerontology Acute Care, Adult Gerontology Acute Care Family, Psychiatric-Mental Health nurse practitioner and Population Health). All Doctoral and M.S. Nurse Practitioner are offered as a Post Master's program as well.

CHEN provides hands-on opportunities for students to be actively involved in their field before completing their degree. The Colleges at CSU Pueblo offer curricula that allow students the chance to gain the kind of experience and expertise necessary to be recognized by future employers and graduate programs.

Message from the Dean

This is the inaugural year of the newly formed college, two Associate Deans join me as the leadership team for the college. I am pleased to know that you are interested in what Colorado State University Pueblo can contribute to your future, and I look forward to congratulating you on your admission!

Our university and college provide an exciting learning environment that is growing fast because of students like you. Our expanded academic offerings, new campus facilities (including a new home for nursing), vibrant student life, various athletics, and professors and staff will contribute to your success. CSU Pueblo is an exciting place to live and learn.

As a community of teachers and learners, the College of Health, Education and Nursing is here for you. We are committed to an education that fosters excellence in communication, critical thinking, aesthetic awareness, personal ethics, and life-long learning. Our students learn the skills to be leaders, responsible citizens and successful professionals. We value and champion the diversity of people, ideas, and experiences that contribute so much to our interconnected worlds.

We look forward to welcoming you to our community.

Academic Departments & Programs

School of Education

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 & 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 will 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' e-portfolios;
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 & 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 (4 c.h.). 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 Rhetoric & Writing I (GT-CO1) (3 c.h.) and ENG 102 Rhetoric & Writing II (GT-CO2) (3 c.h.) 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[1]. For students pursuing elementary or early childhood education, admission can happen by either[1]:
   a. completion of MATH 109 Mathematical Explorations (GT-MA1) (3 c.h.) with a B- or better or
   b. completion of two of the following courses with a C or better: MATH 109 Mathematical Explorations (GT-MA1) (3 c.h.), MATH 156 Introduction to Statistics (GT-MA1) (3 c.h.), MATH 360 Elementary Mathematics Concepts I (3 c.h.), MATH 361 Elementary Mathematics Concepts II (3 c.h.)

4. Completion of COMR 103 Speaking and Listening (3 c.h.) with a grade of B- or better. Students completing COMR 103 Speaking and Listening (3 c.h.) with a C or C+, or degree plus students may complete this competency through the Oral Proficiency Exam.

5. Completion of ED 301 Frameworks of Teaching (4 c.h.) with a grade of C or better.

6. Completion of a formal, standardized test during ED 301 Frameworks of Teaching (4 c.h.) 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).

[1] The Associate Dean will evaluate transfer courses for admission purposes.

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.

For students who are interested in pursuing teacher licensure in states other than Colorado: You are strongly encouraged to work with the academic department and the applicable professional licensure board in the state in which you intend to pursue licensing to ensure all licensure requirements will be satisfactorily met.

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.

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.

Academic Programs

Early Childhood Education, Bachelor of Science

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.

Specific Program Requirements

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.

Course	Title	Credits
General Education Requirements		
General Education Skill Requirements:		
ENG 101	RHETORIC & WRITING I	3
ENG 102	RHETORIC & WRITING II	3
MATH 109	MATHEMATICAL EXPLORATIONS	3
or MATH 156	INTRODUCTION TO STATISTICS	
General Education Knowledge Requirements:		
ART 100	VISUAL DYNAMICS	3
COMR 103	SPEAKING AND LISTENING	3
or COMR 221	INTERPERSONAL COMMUNICATION	
ENG 130	INTRODUCTION TO LITERATURE	3
GEOG 103	WORLD REGIONAL GEOGRAPHY	3
HIST 201	U.S. HISTORY I	3
PSYC 151	HUMAN DEVELOPMENT	3.0
Natural & Physical Sciences w/Labs		8
Major Requirements		
ECE 101	INTRODUCTION TO EARLY CHILDHOOD ED [1]	3
ECE 102	INTRO TO ECE LAB TECHNIQUES [1]	3
ECE 103	GUIDANCE STRAT FOR YOUNG CHILDREN [1]	3
ECE 111	INFANT & TODDLER THEORY & PRACTICE [1]	3
ECE 205	NUTRITION, HEALTH AND SAFETY [1]	3
ECE 241	ADMIN: HUMAN RELATIONS FOR ECE [1]	3
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 AND TECHNOLOGY	3
ED 301	FRAMEWORKS OF TEACHING	4
ED 351	CHILDREN'S LITERATURE	3
MUS 118	MUSIC APPRECIATION	3
POLS 101	AMERICAN NATIONAL POLITICS	3.0
Electives		18
Total Credits		120

[1] Course must be taken at a community college.

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Note: Students are not allowed to count the same courses completed for general education requirements as course requirements in the Early Childhood Education major.

*Courses must be taken at a Community College.

Course	Title	Credits
Year 1		
Fall		
COMR 103	Speaking and Listening	3
ECE 101	Introduction to Early Childhood Ed (*)	3
ECE 102	Intro to ECE Lab Techniques (*)	3
ENG 101	Rhetoric & Writing I (GT-CO1)	3
MATH 109	Mathematical Explorations (GT-MA1)	3
or MATH 156	or Introduction to Statistics (GT-MA1)	
	Credits	15
Spring		
BIOL 100	Principles of Biology (GT-SC2)	3
BIOL 100L	Principles of Biology Lab (GT-SC1)	1
ECE 103	Guidance Strat for Young Children (*)	3
ECE 111	Infant & Toddler Theory & Practice (*)	3
ENG 102	Rhetoric & Writing II (GT-CO2)	3
Elective		3
	Credits	16
Year 2		
Fall		
PSYC 151	Human Development (GT-SS3)	3
ECE 205	Nutrition, Health and Safety (*)	3
ECE 241	Admin: Human Relations for ECE (*)	3
GEOL 101	Earth Science (GT-SC2)	3
GEOL 101L	Earth Science Lab (GT-SC1)	1
Elective		3
	Credits	16
Spring		
ED 202	Foundations of Education	3
ED 280	Educational Media and Technology	3
ED 301	Frameworks of Teaching	4
ED 351	Children's Literature	3
Elective		3
	Credits	16
Year 3		
Fall		
ECE 350	Programs for ECE	3
ECE 355	Play & Creative Expression in ECE	3
Elective		3
GEOG 103	World Regional Geography (GT-SS2)	3
HIST 201	U.S. History I (GT-HI1)	3
	Credits	15
Spring		
ECE 425	Intro to EC Spec Ed	3
ECE 430	Teaching Young CLD Children	3
Elective		3

ENG 130	Introduction to Literature (GT-AH2)	3
POLS 101	American National Politics (GT-SS1)	3
	Credits	15
Year 4		
Fall		
ART 100	Visual Dynamics (GT-AH1)	3
ECE 420	Involving Diverse Families in ECE	3
ECE 440	Effective Instr in Early Literacy	3
Elective		3
MUS 118	Music Appreciation (GT-AH1)	3
	Credits	15
Spring		
ECE 493	Seminar	3
ECE 498	Internship	9
	Credits	12
	Total Credits	120

Early Childhood Education, Certificate

This program leads to Colorado Teacher licensure in Early Childhood Education. It is for individuals who have completed a bachelor's degree from a regionally-accredited institution. It can be completed in conjunction with our M.Ed. program.

Goals

To prepare individuals for Colorado Teacher licensure in Early Childhood Education.

Specific Program Requirements

Students pursuing this certificate must meet all requirements of the Teacher Education Program.

Course	Title	Credits
ECE 101	INTRODUCTION TO EARLY CHILDHOOD ED	3.00
ECE 102	INTRO TO ECE LAB TECHNIQUES	3.00
ECE 103	GUIDANCE STRAT FOR YOUNG CHILDREN	3.00
ECE 111	INFANT & TODDLER THEORY & PRACTICE	3.00
ECE 205	NUTRITION, HEALTH AND SAFETY	3.00
ECE 241	ADMIN: HUMAN RELATIONS FOR ECE	3.00
ECE 520	ADV MTHDS INVOLVING DIV FAM IN ECE	3.00
ECE 525	PRACTICES IN EC SPECIAL EDUCATION	3.00
ECE 530	ADV MTHDS OF TCHG CLD CHILDREN	3.00
ECE 540	ADV MTHDS OF EFFECT INST EARLY LIT	3.00
ECE 550	ADV EXPLORATION OF PROGRAMS FOR ECE	3.00
ECE 555	ADVANCED PLAY & CREATIVITY IN ECE	3.00
ECE 560	ADV MANAGEMENT OF ECE CLASSROOMS	2.00
ECE 561	ADV MTHDS OF TCHG ECE SOC STUD	2.00
ECE 562	ADV MTHDS OF TCHG ECE LANG ARTS	3.00
ECE 563	ADV MTHDS OF TCHG ECE MATH	2.00
ECE 564	ADV MTHDS OF TCHG ECE SCIENCE	2.00
ED 351	CHILDREN'S LITERATURE	3.00
ENG 101	RHETORIC & WRITING I	3.0
ENG 102	RHETORIC & WRITING II	3.0
COMR 103	SPEAKING AND LISTENING	3.00
MATH 109	MATHEMATICAL EXPLORATIONS	3.00
PSYC 151	HUMAN DEVELOPMENT	3.00
ED 202	FOUNDATIONS OF EDUCATION	3.00
ED 520	EDUCATIONAL MEDIA AND TECHNOLOGY	3.00
ED 560	PROFESSIONAL DEVELOPMENT IN CURRICULUM AND INSTRUCTION	4.00
ECE 485	CAPSTONE IN ECE	1.00
ECE 486	STUDENT TEACHING IN ECE	12.00

Early Childhood Education: K-3 Education Concentration, Bachelor of Science

Students completing a major in Early Childhood Education with Director Qualification & K-3 Licensure are required to complete a minor in education and meet all other requirements outlined by the Teacher Education Program.

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.

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.

Specific Program Requirements

Course	Title	Credits
General Education Requirements		
General Education Skill Requirements:		
ENG 101	RHETORIC & WRITING I	3
ENG 102	RHETORIC & WRITING II	3
MATH 109	MATHEMATICAL EXPLORATIONS	3
General Education Knowledge Requirements:		
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
PSYC 151	HUMAN DEVELOPMENT	3.0
HIST 201	U.S. HISTORY I	3
Major Requirements		
ECE 101	INTRODUCTION TO EARLY CHILDHOOD ED [1]	3
ECE 102	INTRO TO ECE LAB TECHNIQUES [1]	3
ECE 103	GUIDANCE STRAT FOR YOUNG CHILDREN [1]	3
ECE 111	INFANT & TODDLER THEORY & PRACTICE [1]	3
ECE 205	NUTRITION, HEALTH AND SAFETY [1]	3
ECE 241	ADMIN: HUMAN RELATIONS FOR ECE [1]	3
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	ELEMENTARY MATHEMATICS CONCEPTS I	3
MATH 361	ELEMENTARY MATHEMATICS CONCEPTS II	3
MUS 118	MUSIC APPRECIATION	3
POLS 101	AMERICAN NATIONAL POLITICS	3.0
Minor Requirements		
Education Minor requirements listed below.		34
Total Credits		120

[1] Course must be taken at a community college.

Specific Requirements for Early Childhood Education

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.

Course	Title	Credits
ED 202	FOUNDATIONS OF EDUCATION	3
ED 280	EDUCATIONAL MEDIA AND TECHNOLOGY	3
ED 301	FRAMEWORKS OF TEACHING (Admission to Education is completed in this course)	4
ECE 460	MANAGING ECE CLASSROOMS [1]	2
ECE 461	TEACHING ECE SOCIAL STUDIES [1]	2
ECE 462	TEACHING ECE READING [1]	3
ECE 463	TEACHING ECE MATH [1]	2
ECE 464	TEACHING ECE SCIENCE [1]	2
ECE 485	CAPSTONE IN ECE	1
ECE 486	STUDENT TEACHING IN ECE	12
Total Credits		34

[1] GPA of 2.6 required.

Specific Requirements for Secondary & K-12 Education/Minor

Specific Requirements for Secondary & K-12 Education/Minor

The student must complete an appropriate major and the following Education courses:

Course	Title	Credits
Select one of the following:		
PSYC 151	HUMAN DEVELOPMENT [1]	3
or PSYC 251	CHILDHOOD AND ADOLESCENCE	
or PSYC 342	EDUCATIONAL PSYCHOLOGY	
ED 202	FOUNDATIONS OF EDUCATION	3
ED 280	EDUCATIONAL MEDIA AND TECHNOLOGY [2]	3
ED 301	FRAMEWORKS OF TEACHING (Admission to Education is completed in this course)	4
RDG 435	CONTENT AREA LITERACY [3, 5]	4
Special Methods in Education Areas (Prerequisites - Admission to Education) [5, 6]		4
ED 412	TEACHING DIVERSE LEARNERS [4, 5]	3
ED 485	CAPSTONE SEMINAR IN EDUCATION	1
ED 488	STUDENT TEACHING SECONDARY	12

or ED 489	STUDENT TEACHING K-12	
Total Credits [3]		37-40

[1] Music students may take PSYC 151 HUMAN DEVELOPMENT (3.0 c.h.) or PSYC 251 CHILDHOOD AND ADOLESCENCE (3.0 c.h.).

[2] Music Education students may complete MUS 103 MUSIC AND COMPUTER TECHNOLOGY I (1.00 c.h.) and MUS 306 TECHNOLOGY FOR MUSIC EDUCATORS (2.00 c.h.) for ED 280 EDUCATIONAL MEDIA AND TECHNOLOGY (3.00 c.h.).

[3] English/Language Arts student must also complete RDG 355 LINGUISTICS FOR EDUCATORS (3.0 c.h.)

[4] Physical Education students may complete EPER 465 ADAPTED PHYSICAL EDUCATION (3.0 c.h.) or ED 412 TEACHING DIVERSE LEARNERS (3.00 c.h.).

[5] GPA of 2.6 required

[6] English/Language Arts student must also complete ED 447 TEACHING ENGLISH IN SECONDARY SCHOOLS (4.00 c.h.)

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Note: Students are not allowed to count the same courses completed for general education requirements as course requirements in the Early Childhood Education major. In addition, students completing a major in Early Childhood Education with Director Qualification and K-3 Licensure are required to complete a minor in Education and meet all other requirements outlined by the Teacher Education Program.

*Courses must be taken at a Community College.

Course	Title	Credits
Year 1		
Fall		
COMR 103	Speaking and Listening	3
ECE 101	Introduction to Early Childhood Ed (*)	3
ECE 102	Intro to ECE Lab Techniques (*)	3
ENG 101	Rhetoric & Writing I (GT-CO1)	3
Elective		3
	Credits	15
Spring		
BIOL 100	Principles of Biology (GT-SC2)	3
BIOL 100L	Principles of Biology Lab (GT-SC1)	1
ECE 103	Guidance Strat for Young Children (*)	3
ECE 111	Infant & Toddler Theory & Practice (*)	3
ENG 102	Rhetoric & Writing II (GT-CO2)	3
Elective		3
	Credits	16
Year 2		
Fall		
PSYC 151	Human Development (GT-SS3)	3
ECE 205	Nutrition, Health and Safety (*)	3
ECE 241	Admin: Human Relations for ECE (*)	3
GEOL 101	Earth Science (GT-SC2)	3
GEOL 101L	Earth Science Lab (GT-SC1)	1
MATH 361	Elementary Mathematics Concepts II	3
	Credits	16
Spring		
ECE 430	Teaching Young CLD Children	3
ED 202	Foundations of Education	3
ED 280	Educational Media and Technology	3
ED 301	Frameworks of Teaching	4
ED 351	Children's Literature	3
	Credits	16
Year 3		
Fall		
ECE 350	Programs for ECE	3
ECE 355	Play & Creative Expression in ECE	3
ECE 420	Involving Diverse Families in ECE	3
ECE 440	Effective Instr in Early Literacy	3
GEOG 103	World Regional Geography (GT-SS2)	3
	Credits	15
Spring		
ECE 425	Intro to EC Spec Ed	3
ECE 462	Teaching ECE Reading	3
ECE 463	Teaching ECE Math	2
ENG 130	Introduction to Literature (GT-AH2)	3
POLS 101	American National Politics (GT-SS1)	3
	Credits	14
Year 4		
Fall		
ART 100	Visual Dynamics (GT-AH1)	3
ECE 460	Managing ECE Classrooms	2
ECE 461	Teaching ECE Social Studies	2
ECE 464	Teaching ECE Science	2
HIST 201	U.S. History I (GT-HI1)	3
MUS 118	Music Appreciation (GT-AH1)	3
	Credits	15
Spring		
ECE 485	Capstone in ECE	1
ECE 486	Student Teaching in ECE	12
	Credits	13
	Total Credits	120

Education: Art Education Concentration, Master of Education

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 concentration 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 Admission Policies & 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 cumulative GPA. Conditional admission may be granted for candidates with cumulative GPAs lower than 2.500, but whose recent graduate GPA (at least 15 hours) is above 3.000
- A letter of interest that outlines the candidate's reason(s) for applying to the M.Ed. program and how they expect to both benefit from and contribute to it.
- Two recommendations from Individuals who can speak to potential success in graduate school.
- A teaching license. Conditional admission can be grated for candidates without a teaching license, but with significant teaching experience, Candidates must provide documentation of the quantity and quality of this experience.

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*.

Graduate Program Goals & 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 concentration 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.

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, & 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.

Specific Program 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 concentration 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, concentration 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

Course	Title	Credits
ED 502	TEACHER AS CHANGE AGENT (Core 1)	3
ED 503	TEACHER AS RESEARCHER (Core 2)	3
ED 504	LEADING CHANGE IN AMERICA'S SCHOOLS (Core 3)	3
ED 593	SEMINAR	2

or ED 581	PRACTICUM & SEMINAR IN EDUCATION	
Total Credits		11

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 advisor. Courses cannot be double counted in concentration areas and the Pedagogy Core.

Instructional Technology
Graduate students may select from instructional technology courses offered by the University, with approval of their faculty advisors. Sample courses include:

Course	Title	Credits
Select 3 credits, samples include the following		3
ED 520	EDUCATIONAL MEDIA AND TECHNOLOGY	3
ED 523	TEACHING & 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
Total Credits		3

Differentiation of Instruction
Graduate students may select from any differentiation course, including the following:

Course	Title	Credits
Select 3 credits from any differentiation course, including the following:		3
CLDE 503	CONTENT INSTRUCTION FOR EL LEARNERS	3
ED 512	TEACHING DIVERSE LEARNERS	3
ED 531	DIVERSE LEARNERS & TECHNOLOGY	3
Total Credits		3

Literacy Education
Graduate students may select from any literacy course, including the following:

Course	Title	Credits
Select 3 credits from any literacy course, including the following:		3
CLDE 520	LITERACY FOR ENG LANG LEARNERS	3
ED 529	LITERACY & TECHNOLOGY	3
RDG 535	CONTENT AREA LITERACY	3

RDG 550	DIAGNOSIS & REMEDIATION OF READING PROBLEMS	3
Total Credits		3

Component 3: Concentration 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 concentration areas. Some areas require prerequisites, and an concentration area should be chosen with the advisement of their graduate advisor.

It is the philosophy of the Art Education concentration that exceptional art educators continue to perfect their skills as practicing artists. Students completing this area should confer with their advisor 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 concentration requires completion of eighteen hours of graduate level art courses including one graduate level course in art history.

Education: Curriculum & Instruction Concentration, Master of Education

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 concentration 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 Admission Policies & 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 cumulative GPA. Conditional admission may be granted for candidates with cumulative GPAs lower than 2.500, but whose recent graduate GPA (at least 15 hours) is above 3.000
- A letter of interest that outlines the candidate's reason(s) for applying to the M.Ed. program and how they expect to both benefit from and contribute to it.
- Two recommendations from Individuals who can speak to potential success in graduate school.
- A teaching license. Conditional admission can be grated for candidates without a teaching license, but with significant teaching experience, Candidates must provide documentation of the quantity and quality of this experience.

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*.

Graduate Program Goals & 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.

<u>Content Knowledge Goal</u>: Master teachers utilize content knowledge to raise the achievement of PK-12 learners.

1. Demonstrate growth in content knowledge related to conecentration area and the application of content knowledge to classroom instruction and assessment.

<u>Pedagogy Goal</u>: 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.

<u>Professional Development and School Reform Goal</u>: 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.

<u>Leadership and Change Agent Goal</u>: 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.

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 & 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.

Specific Program 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 concentration 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, concentration 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

Course	Title	Credits
ED 502	TEACHER AS CHANGE AGENT (Core 1)	3
ED 503	TEACHER AS RESEARCHER (Core 2)	3
ED 504	LEADING CHANGE IN AMERICA'S SCHOOLS (Core 3)	3
ED 593 or ED 581	SEMINAR PRACTICUM & SEMINAR IN EDUCATION	2
Total Credits		11

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 advisor. Courses cannot be double counted in concentration areas and the Pedagogy Core.

Instructional Technology

Graduate students may select from instructional technology courses offered by the University, with approval of their faculty advisors. Sample courses include:

Course	Title	Credits
Select 3 credits, samples include the following		3
ED 520	EDUCATIONAL MEDIA AND TECHNOLOGY	3
ED 523	TEACHING & 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
Total Credits		3

Differentiation of Instruction

Graduate students may select from any differentiation course, including the following:

Course	Title	Credits
Select 3 credits from any differentiation course, including the following:		3
CLDE 503	CONTENT INSTRUCTION FOR EL LEARNERS	3
ED 512	TEACHING DIVERSE LEARNERS	3
ED 531	DIVERSE LEARNERS & TECHNOLOGY	3
Total Credits		3

Literacy Education

Graduate students may select from any literacy course, including the following:

Course	Title	Credits
Select 3 credits from any literacy course, including the following:		3
CLDE 520	LITERACY FOR ENG LANG LEARNERS	3
ED 529	LITERACY & TECHNOLOGY	3
RDG 535	CONTENT AREA LITERACY	3
RDG 550	DIAGNOSIS & REMEDIATION OF READING PROBLEMS	3
Total Credits		3

Component 3: Concentration 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 concentration areas. Some areas require prerequisites, and an concentration area should be chosen with the advisement of their graduate advisor.

The concentration 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.

Education: Early Childhood Education Concentration, Master of Education

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 concentration 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 Admission Policies & 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 cumulative GPA. Conditional admission may be granted for candidates with cumulative GPAs lower than 2.500, but whose recent graduate GPA (at least 15 hours) is above 3.000
- A letter of interest that outlines the candidate's reason(s) for applying to the M.Ed. program and how they expect to both benefit from and contribute to it.
- Two recommendations from Individuals who can speak to potential success in graduate school.
- A teaching license. Conditional admission can be grated for candidates without a teaching license, but with significant teaching experience, Candidates must provide documentation of the quantity and quality of this experience.

International students whose native language is not English must also meet the English language proficiency standard set forth in the *Graduate Studies* 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*.

Graduate Program Goals & 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 concentration 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.

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, & 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.

Specific Program 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 concentration 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, concentration 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

Course	Title	Credits
ED 502	TEACHER AS CHANGE AGENT (Core 1)	3
ED 503	TEACHER AS RESEARCHER (Core 2)	3
ED 504	LEADING CHANGE IN AMERICA'S SCHOOLS (Core 3)	3
ED 593	SEMINAR	2
or ED 581	PRACTICUM & SEMINAR IN EDUCATION	
Total Credits		11

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 advisor. Courses cannot be double counted in concentration areas and the Pedagogy Core.

Instructional Technology

Graduate students may select from instructional technology courses offered by the University, with approval of their faculty advisors. Sample courses include:

Course	Title	Credits
Select 3 credits, samples include the following		3
ED 520	EDUCATIONAL MEDIA AND TECHNOLOGY	3
ED 523	TEACHING & 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
Total Credits		3

Differentiation of Instruction

Graduate students may select from any differentiation course, including the following:

Course	Title	Credits
Select 3 credits from any differentiation course, including the following:		3
CLDE 503	CONTENT INSTRUCTION FOR EL LEARNERS	3
ED 512	TEACHING DIVERSE LEARNERS	3
ED 531	DIVERSE LEARNERS & TECHNOLOGY	3
Total Credits		3

Literacy Education

Graduate students may select from any literacy course, including the following:

Course	Title	Credits
Select 3 credits from any literacy course, including the following:		3
CLDE 520	LITERACY FOR ENG LANG LEARNERS	3
ED 529	LITERACY & TECHNOLOGY	3
RDG 535	CONTENT AREA LITERACY	3
RDG 550	DIAGNOSIS & REMEDIATION OF READING PROBLEMS	3
Total Credits		3

Component 3: Concentration 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 concentration areas. Some areas require prerequisites, and an concentration area should be chosen with the advisement of their graduate advisor.

Course	Title	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.

Education: Early Learning Concentration, Master of Education

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 concentration 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 Admission Policies & 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 cumulative GPA. Conditional admission may be granted for candidates with cumulative GPAs lower than 2.500, but whose recent graduate GPA (at least 15 hours) is above 3.000
- A letter of interest that outlines the candidate's reason(s) for applying to the M.Ed. program and how they expect to both benefit from and contribute to it.
- Two recommendations from Individuals who can speak to potential success in graduate school.
- A teaching license. Conditional admission can be grated for candidates without a teaching license, but with significant teaching experience, Candidates must provide documentation of the quantity and quality of this experience.

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*.

Graduate Program Goals & 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 concentration 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.

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, & 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.

Specific Program 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 concentration 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, concentration 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

Course	Title	Credits
ED 502	TEACHER AS CHANGE AGENT (Core 1)	3
ED 503	TEACHER AS RESEARCHER (Core 2)	3
ED 504	LEADING CHANGE IN AMERICA'S SCHOOLS (Core 3)	3
ED 593	SEMINAR	2
or ED 581	PRACTICUM & SEMINAR IN EDUCATION	
Total Credits		11

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 advisor. Courses cannot be double counted in concentration areas and the Pedagogy Core.

Instructional Technology

Graduate students may select from instructional technology courses offered by the University, with approval of their faculty advisors. Sample courses include:

Course	Title	Credits
Select 3 credits, samples include the following		3
ED 520	EDUCATIONAL MEDIA AND TECHNOLOGY	3
ED 523	TEACHING & 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
Total Credits		3

Differentiation of Instruction

Graduate students may select from any differentiation course, including the following:

Course	Title	Credits
Select 3 credits from any differentiation course, including the following:		3
CLDE 503	CONTENT INSTRUCTION FOR EL LEARNERS	3
ED 512	TEACHING DIVERSE LEARNERS	3
ED 531	DIVERSE LEARNERS & TECHNOLOGY	3
Total Credits		3

Literacy Education

Graduate students may select from any literacy course, including the following:

Course	Title	Credits
Select 3 credits from any literacy course, including the following:		3
CLDE 520	LITERACY FOR ENG LANG LEARNERS	3
ED 529	LITERACY & TECHNOLOGY	3
RDG 535	CONTENT AREA LITERACY	3
RDG 550	DIAGNOSIS & REMEDIATION OF READING PROBLEMS	3
Total Credits		3

Component 3: Concentration 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 concentration areas. Some areas require prerequisites, and an concentration area should be chosen with the advisement of their graduate advisor.

Course	Title	Credits
ED 510	COLLABORATION IN EDUCATION	3
ED 524	ADVANCED TECHNIQUES OF TEACHING ELEMENTARY SOCIAL	2
ED 525	ADVANCED TECHNIQUES OF TEACHING ELEMENTARY SCIENCE	2
ED 580	INTEGRATED METHODS	3
RDG 510	FOUNDATIONS OF READING INSTRUCTION	3
RDG 511	TEACHING ELEMENTARY LANGUAGE ARTS	2
RDG 550	DIAGNOSIS & REMEDIATION OF READING PROBLEMS	3
Total Credits		18

Additional courses with an elementary or early childhood focus may be added with approval of the graduate advisor.

Education: English Concentration, Master of Education

The concentration 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 concentration helps individuals meet credentialing expectations for concurrent enrollment and other higher education courses.

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 concentration 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 Admission Policies & 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 cumulative GPA. Conditional admission may be granted for candidates with cumulative GPAs lower than 2.500, but whose recent graduate GPA (at least 15 hours) is above 3.000
- A letter of interest that outlines the candidate's reason(s) for applying to the M.Ed. program and how they expect to both benefit from and contribute to it.
- Two recommendations from Individuals who can speak to potential success in graduate school.
- A teaching license. Conditional admission can be grated for candidates without a teaching license, but with significant teaching experience, Candidates must provide documentation of the quantity and quality of this experience.

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*.

Graduate Program Goals & 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 concentration 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.

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, & 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.

Specific Program 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 concentration 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, concentration 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

Course	Title	Credits
ED 502	TEACHER AS CHANGE AGENT (Core 1)	3
ED 503	TEACHER AS RESEARCHER (Core 2)	3
ED 504	LEADING CHANGE IN AMERICA'S SCHOOLS (Core 3)	3
ED 593	SEMINAR	2

or ED 581	PRACTICUM & SEMINAR IN EDUCATION	
Total Credits		11

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 advisor. Courses cannot be double counted in concentration areas and the Pedagogy Core.

Instructional Technology

Graduate students may select from instructional technology courses offered by the University, with approval of their faculty advisors. Sample courses include:

Course	Title	Credits
Select 3 credits, samples include the following		3
ED 520	EDUCATIONAL MEDIA AND TECHNOLOGY	3
ED 523	TEACHING & 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
Total Credits		3

Differentiation of Instruction

Graduate students may select from any differentiation course, including the following:

Course	Title	Credits
Select 3 credits from any differentiation course, including the following:		3
CLDE 503	CONTENT INSTRUCTION FOR EL LEARNERS	3
ED 512	TEACHING DIVERSE LEARNERS	3
ED 531	DIVERSE LEARNERS & TECHNOLOGY	3
Total Credits		3

Literacy Education

Graduate students may select from any literacy course, including the following:

Course	Title	Credits
Select 3 credits from any literacy course, including the following:		3
CLDE 520	LITERACY FOR ENG LANG LEARNERS	3
ED 529	LITERACY & TECHNOLOGY	3
RDG 535	CONTENT AREA LITERACY	3

Course	Title	Credits
RDG 550	DIAGNOSIS & REMEDIATION OF READING PROBLEMS	3
Total Credits		3

Component 3: Concentration 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 concentration areas. Some areas require prerequisites, and an concentration area should be chosen with the advisement of their graduate advisor.

Education: Health & Physical Education Concentration, Master of Education

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 concentration 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 Admission Policies & 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 cumulative GPA. Conditional admission may be granted for candidates with cumulative GPAs lower than 2.500, but whose recent graduate GPA (at least 15 hours) is above 3.000
- A letter of interest that outlines the candidate's reason(s) for applying to the M.Ed. program and how they expect to both benefit from and contribute to it.
- Two recommendations from Individuals who can speak to potential success in graduate school.
- A teaching license. Conditional admission can be grated for candidates without a teaching license, but with significant teaching experience, Candidates must provide documentation of the quantity and quality of this experience.

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*.

Graduate Program Goals & 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 concentration 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.

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, & 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.

Specific Program 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 concentration 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, concentration 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

Course	Title	Credits
ED 502	TEACHER AS CHANGE AGENT (Core 1)	3
ED 503	TEACHER AS RESEARCHER (Core 2)	3
ED 504	LEADING CHANGE IN AMERICA'S SCHOOLS (Core 3)	3
ED 593 or ED 581	SEMINAR PRACTICUM & SEMINAR IN EDUCATION	2
Total Credits		11

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 advisor. Courses cannot be double counted in concentration areas and the Pedagogy Core.

Instructional Technology

Graduate students may select from instructional technology courses offered by the University, with approval of their faculty advisors. Sample courses include:

Course	Title	Credits
Select 3 credits, samples include the following		3
ED 520	EDUCATIONAL MEDIA AND TECHNOLOGY	3
ED 523	TEACHING & 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
Total Credits		3

Differentiation of Instruction

Graduate students may select from any differentiation course, including the following:

Course	Title	Credits
Select 3 credits from any differentiation course, including the following:		3
CLDE 503	CONTENT INSTRUCTION FOR EL LEARNERS	3
ED 512	TEACHING DIVERSE LEARNERS	3
ED 531	DIVERSE LEARNERS & TECHNOLOGY	3
Total Credits		3

Literacy Education

Graduate students may select from any literacy course, including the following:

Course	Title	Credits
Select 3 credits from any literacy course, including the following:		3
CLDE 520	LITERACY FOR ENG LANG LEARNERS	3
ED 529	LITERACY & TECHNOLOGY	3
RDG 535	CONTENT AREA LITERACY	3
RDG 550	DIAGNOSIS & REMEDIATION OF READING PROBLEMS	3
Total Credits		3

Component 3: Concentration 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 concentration areas. Some areas require prerequisites, and an concentration area should be chosen with the advisement of their graduate advisor.

Course	Title	Credits
EPER 522	METHODS OF ELEMENTARY PHYSICAL EDUCATION	3.0
EPER 529	CURRICULUMIIN PHYSICAL EDUCATION	2.0
EPER 549	FACILITATION OF ADVENTURE EDUCATION	3.0
EPER 562	CONTEMPORARY ISSUES IN HPE	3.0
EPER 565	ADAPTED PHYSICAL EDUCATION	3.0
EPER 570	METHODS OF COACHING	3.0
EPER 578	METHODS OF SECONDARY SCHOOL PE	3.0
EPER 595	INDEPENDENT STUDY	1-6

Students completing this area should confer with their advisor 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.

Education: Instructional Technology Concentration, Master of Education

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 concentration 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 Admission Policies & 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 cumulative GPA. Conditional admission may be granted for candidates with cumulative GPAs lower than 2.500, but whose recent graduate GPA (at least 15 hours) is above 3.000
- A letter of interest that outlines the candidate's reason(s) for applying to the M.Ed. program and how they expect to both benefit from and contribute to it.
- Two recommendations from Individuals who can speak to potential success in graduate school.
- A teaching license. Conditional admission can be grated for candidates without a teaching license, but with significant teaching experience, Candidates must provide documentation of the quantity and quality of this experience.

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*.

Graduate Program Goals & 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 concentration 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.

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, & 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.

Specific Program 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 concentration 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, concentration 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

Course	Title	Credits
ED 502	TEACHER AS CHANGE AGENT (Core 1)	3
ED 503	TEACHER AS RESEARCHER (Core 2)	3
ED 504	LEADING CHANGE IN AMERICA'S SCHOOLS (Core 3)	3
ED 593	SEMINAR	2
or ED 581	PRACTICUM & SEMINAR IN EDUCATION	
Total Credits		11

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 advisor. Courses cannot be double counted in concentration areas and the Pedagogy Core.

Instructional Technology

Graduate students may select from instructional technology courses offered by the University, with approval of their faculty advisors. Sample courses include:

Course	Title	Credits
Select 3 credits, samples include the following		3
ED 520	EDUCATIONAL MEDIA AND TECHNOLOGY	3
ED 523	TEACHING & 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
Total Credits		3

Differentiation of Instruction

Graduate students may select from any differentiation course, including the following:

Course	Title	Credits
Select 3 credits from any differentiation course, including the following:		3
CLDE 503	CONTENT INSTRUCTION FOR EL LEARNERS	3
ED 512	TEACHING DIVERSE LEARNERS	3
ED 531	DIVERSE LEARNERS & TECHNOLOGY	3
Total Credits		3

Literacy Education

Graduate students may select from any literacy course, including the following:

Course	Title	Credits
Select 3 credits from any literacy course, including the following:		3
CLDE 520	LITERACY FOR ENG LANG LEARNERS	3
ED 529	LITERACY & TECHNOLOGY	3
RDG 535	CONTENT AREA LITERACY	3
RDG 550	DIAGNOSIS & REMEDIATION OF READING PROBLEMS	3
Total Credits		3

Component 3: Concentration 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 concentration areas. Some areas require prerequisites, and an concentration area should be chosen with the advisement of their graduate advisor.

Course	Title	Credits
ED 523	TEACHING & 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

Students completing this area should confer with their advisor 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.

Education: Linguistically Diverse Concentration, Master of Education

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 concentration 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 Admission Policies & 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 cumulative GPA. Conditional admission may be granted for candidates with cumulative GPAs lower than 2.500, but whose recent graduate GPA (at least 15 hours) is above 3.000
- A letter of interest that outlines the candidate's reason(s) for applying to the M.Ed. program and how they expect to both benefit from and contribute to it.
- Two recommendations from Individuals who can speak to potential success in graduate school.
- A teaching license. Conditional admission can be grated for candidates without a teaching license, but with significant teaching experience, Candidates must provide documentation of the quantity and quality of this experience.

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*.

Graduate Program Goals & 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 concentration 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.

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, & 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.

Specific Program 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 concentration 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, concentration 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

Course	Title	Credits
ED 502	TEACHER AS CHANGE AGENT (Core 1)	3
ED 503	TEACHER AS RESEARCHER (Core 2)	3
ED 504	LEADING CHANGE IN AMERICA'S SCHOOLS (Core 3)	3
ED 593	SEMINAR	2

or ED 581	PRACTICUM & SEMINAR IN EDUCATION	
Total Credits		11

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 advisor. Courses cannot be double counted in concentration areas and the Pedagogy Core.

Instructional Technology

Graduate students may select from instructional technology courses offered by the University, with approval of their faculty advisors. Sample courses include:

Course	Title	Credits
Select 3 credits, samples include the following		3
ED 520	EDUCATIONAL MEDIA AND TECHNOLOGY	3
ED 523	TEACHING & 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
Total Credits		3

Differentiation of Instruction

Graduate students may select from any differentiation course, including the following:

Course	Title	Credits
Select 3 credits from any differentiation course, including the following:		3
CLDE 503	CONTENT INSTRUCTION FOR EL LEARNERS	3
ED 512	TEACHING DIVERSE LEARNERS	3
ED 531	DIVERSE LEARNERS & TECHNOLOGY	3
Total Credits		3

Literacy Education

Graduate students may select from any literacy course, including the following:

Course	Title	Credits
Select 3 credits from any literacy course, including the following:		3
CLDE 520	LITERACY FOR ENG LANG LEARNERS	3
ED 529	LITERACY & TECHNOLOGY	3
RDG 535	CONTENT AREA LITERACY	3

Course	Title	Credits
RDG 550	DIAGNOSIS & REMEDIATION OF READING PROBLEMS	3
Total Credits		3

Component 3: Concentration 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 concentration areas. Some areas require prerequisites, and an concentration area should be chosen with the advisement of their graduate advisor.

Course	Title	Credits
CLDE 501	TEACHING ENGLISH LANGUAGE LEARNERS	3
CLDE 503	CONTENT INSTRUCTION FOR EL LEARNERS	3
CLDE 520	LITERACY FOR ENG LANG LEARNERS	3
CLDE 560	LING DIV ASSESS & ADMIN	3
ENG 523	SYNTAX FOR TESL/TEFL	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 advisor. Students completing this area should confer with their advisor if they wish to select courses leading to completion of the Colorado endorsement for K-12 Linguistically Diverse Education.

Education: Music Education Concentration, Master of Education

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 concentration 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 Admission Policies & 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 cumulative GPA. Conditional admission may be granted for candidates with cumulative GPAs lower than 2.500, but whose recent graduate GPA (at least 15 hours) is above 3.000
- A letter of interest that outlines the candidate's reason(s) for applying to the M.Ed. program and how they expect to both benefit from and contribute to it.
- Two recommendations from Individuals who can speak to potential success in graduate school.
- A teaching license. Conditional admission can be grated for candidates without a teaching license, but with significant teaching experience, Candidates must provide documentation of the quantity and quality of this experience.

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*.

Graduate Program Goals & 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 concentration 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.

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, & 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.

Specific Program 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 concentration 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, concentration 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

Course	Title	Credits
ED 502	TEACHER AS CHANGE AGENT (Core 1)	3
ED 503	TEACHER AS RESEARCHER (Core 2)	3
ED 504	LEADING CHANGE IN AMERICA'S SCHOOLS (Core 3)	3

ED 593	SEMINAR	2
or ED 581	PRACTICUM & SEMINAR IN EDUCATION	
Total Credits		11

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 advisor. Courses cannot be double counted in concentration areas and the Pedagogy Core.

Instructional Technology

Graduate students may select from instructional technology courses offered by the University, with approval of their faculty advisors. Sample courses include:

Course	Title	Credits
Select 3 credits, samples include the following		3
ED 520	EDUCATIONAL MEDIA AND TECHNOLOGY	3
ED 523	TEACHING & 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
Total Credits		3

Differentiation of Instruction

Graduate students may select from any differentiation course, including the following:

Course	Title	Credits
Select 3 credits from any differentiation course, including the following:		3
CLDE 503	CONTENT INSTRUCTION FOR EL LEARNERS	3
ED 512	TEACHING DIVERSE LEARNERS	3
ED 531	DIVERSE LEARNERS & TECHNOLOGY	3
Total Credits		3

Literacy Education

Graduate students may select from any literacy course, including the following:

Course	Title	Credits
Select 3 credits from any literacy course, including the following:		3
CLDE 520	LITERACY FOR ENG LANG LEARNERS	3
ED 529	LITERACY & TECHNOLOGY	3
RDG 535	CONTENT AREA LITERACY	3

RDG 550	DIAGNOSIS & REMEDIATION OF READING PROBLEMS	3
Total Credits		3

Component 3: Concentration 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 concentration areas. Some areas require prerequisites, and an concentration area should be chosen with the advisement of their graduate advisor.

18 hours of MUS 500-level credit must be earned to complete the Music concentration 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 concentration. 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:

Course	Title	Credits
MUS 530	MARCHING BAND (1-2 semesters as required by instrument)	0.5,1
MUS 230	MARCHING BAND	0.5,1
MUS 430	MARCHING BAND	0.5,1
MUS 579	GRADUATE RECITAL (or Junior Recital)	2
or MUS 345	JUNIOR LECTURE RECITAL	
MUS 550	INSTRUMENTAL CONDUCTING	2
or MUS 560	CHORAL CONDUCTING	
or MUS 359	ADVANCED CONDUCTING	
MUS 513	ADVANCED VOCAL PEDAGOGY	1
or MUS 113	VOCAL TECHNIQUES AND DICTION	
MUS 523	ADVANCED PERCUSSION PEDAGOGY	1
or MUS 223	PERCUSSION TECHNIQUES	
MUS 533	ADVANCED STRING PEDAGOGY	1
or MUS 243	STRING TECHNIQUES	
MUS 543	ADVANCED WOODWIND PEDAGOGY	1
or MUS 233	WOODWIND TECHNIQUES	
MUS 553	ADVANCED BRASS PEDAGOGY	1
or MUS 253	BRASS TECHNIQUES	
MUS 580	ADVANCED GENERAL MUSIC METHODS	2
or MUS 340	GENERAL MUSIC METHODS	
MUS 581	ADVANCED CHORAL METHODS	2
or MUS 440	CHORAL MUSIC METHODS	
MUS 582	ADVANCED INSTRUMENTAL METHODS	2
or MUS 441	INSTRUMENTAL MUSIC METHODS	

Education: Space Studies for Educators Concentration, Master of Education

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 concentration 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 Admission Policies & 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 cumulative GPA. Conditional admission may be granted for candidates with cumulative GPAs lower than 2.500, but whose recent graduate GPA (at least 15 hours) is above 3.000
- A letter of interest that outlines the candidate's reason(s) for applying to the M.Ed. program and how they expect to both benefit from and contribute to it.
- Two recommendations from Individuals who can speak to potential success in graduate school.
- A teaching license. Conditional admission can be grated for candidates without a teaching license, but with significant teaching experience, Candidates must provide documentation of the quantity and quality of this experience.

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*.

Graduate Program Goals & 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 concentration 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.

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, & 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.

Specific Program 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 concentration 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, concentration 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

Course	Title	Credits
ED 502	TEACHER AS CHANGE AGENT (Core 1)	3
ED 503	TEACHER AS RESEARCHER (Core 2)	3
ED 504	LEADING CHANGE IN AMERICA'S SCHOOLS (Core 3)	3
ED 593	SEMINAR	2
or ED 581	PRACTICUM & SEMINAR IN EDUCATION	
Total Credits		11

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 advisor. Courses cannot be double counted in concentration areas and the Pedagogy Core.

Instructional Technology

Graduate students may select from instructional technology courses offered by the University, with approval of their faculty advisors. Sample courses include:

Course	Title	Credits
Select 3 credits, samples include the following		3
ED 520	EDUCATIONAL MEDIA AND TECHNOLOGY	3
ED 523	TEACHING & MANAGING TECHNOLOGY	3
ED 529	LITERACY & TECHNOLOGY	3
ED 531	DIVERSE LEARNERS & TECHNOLOGY	3
ED 532	HARDWARE & NETWORKING FOR EDUCATORS	3

Course	Title	Credits
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
Total Credits		3

Differentiation of Instruction

Graduate students may select from any differentiation course, including the following:

Course	Title	Credits
Select 3 credits from any differentiation course, including the following:		3
CLDE 503	CONTENT INSTRUCTION FOR EL LEARNERS	3
ED 512	TEACHING DIVERSE LEARNERS	3
ED 531	DIVERSE LEARNERS & TECHNOLOGY	3
Total Credits		3

Literacy Education

Graduate students may select from any literacy course, including the following:

Course	Title	Credits
Select 3 credits from any literacy course, including the following:		3
CLDE 520	LITERACY FOR ENG LANG LEARNERS	3
ED 529	LITERACY & TECHNOLOGY	3
RDG 535	CONTENT AREA LITERACY	3
RDG 550	DIAGNOSIS & REMEDIATION OF READING PROBLEMS	3
Total Credits		3

Component 3: Concentration 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 concentration areas. Some areas require prerequisites, and an concentration area should be chosen with the advisement of their graduate advisor.

Course	Title	Credits
ED 574	EARLY CHILDHOOD SPACE EXPLORATION	3
ED 575	LUNAR/MARS EXPLORATION	3
ED 576	ROCKETRY & EXPLORATION	3
ED 577	ASTRONOMY FOR THE CLASSROOM	3
ED 578	LONG TERM SPACE TRAVEL	3
ED 579	EARTH SYSTEMS SCIENCE	3
Total Credits		18

Additional courses with a Space Studies focus may be added with approval of the graduate advisor.

Education: Special Education Concentration, Master of Education

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 concentration 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 Admission Policies & 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 cumulative GPA. Conditional admission may be granted for candidates with cumulative GPAs lower than 2.500, but whose recent graduate GPA (at least 15 hours) is above 3.000
- A letter of interest that outlines the candidate's reason(s) for applying to the M.Ed. program and how they expect to both benefit from and contribute to it.
- Two recommendations from Individuals who can speak to potential success in graduate school.
- A teaching license. Conditional admission can be grated for candidates without a teaching license, but with significant teaching experience, Candidates must provide documentation of the quantity and quality of this experience.

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*.

Graduate Program Goals & 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 concentration 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.

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, & 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.

Specific Program 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 concentration 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, concentration 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

Course	Title	Credits
ED 502	TEACHER AS CHANGE AGENT (Core 1)	3
ED 503	TEACHER AS RESEARCHER (Core 2)	3
ED 504	LEADING CHANGE IN AMERICA'S SCHOOLS (Core 3)	3
ED 593	SEMINAR	2
or ED 581	PRACTICUM & SEMINAR IN EDUCATION	
Total Credits		11

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 advisor. Courses cannot be double counted in concentration areas and the Pedagogy Core.

Instructional Technology

Graduate students may select from instructional technology courses offered by the University, with approval of their faculty advisors. Sample courses include:

Course	Title	Credits
Select 3 credits, samples include the following		3
ED 520	EDUCATIONAL MEDIA AND TECHNOLOGY	3
ED 523	TEACHING & 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
Total Credits		3

Differentiation of Instruction

Graduate students may select from any differentiation course, including the following:

Course	Title	Credits
Select 3 credits from any differentiation course, including the following:		3
CLDE 503	CONTENT INSTRUCTION FOR EL LEARNERS	3
ED 512	TEACHING DIVERSE LEARNERS	3
ED 531	DIVERSE LEARNERS & TECHNOLOGY	3
Total Credits		3

Literacy Education

Graduate students may select from any literacy course, including the following:

Course	Title	Credits
Select 3 credits from any literacy course, including the following:		3
CLDE 520	LITERACY FOR ENG LANG LEARNERS	3
ED 529	LITERACY & TECHNOLOGY	3
RDG 535	CONTENT AREA LITERACY	3
RDG 550	DIAGNOSIS & REMEDIATION OF READING PROBLEMS	3
Total Credits		3

Component 3: Concentration 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 concentration areas. Some areas require prerequisites, and an concentration area should be chosen with the advisement of their graduate advisor.

Course	Title	Credits
ED 512	TEACHING DIVERSE LEARNERS	3
ED 531	DIVERSE LEARNERS & TECHNOLOGY	3
RDG 550	DIAGNOSIS & 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 advisor if they wish to select courses leading to completion of the endorsement for K-12 Special Education Generalist.

Education: World Language Concentration, Master of Education

The concentration 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 concentration will include opportunities for world language immersion and foreign travel.

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 concentration 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 Admission Policies & 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 cumulative GPA. Conditional admission may be granted for candidates with cumulative GPAs lower than 2.500, but whose recent graduate GPA (at least 15 hours) is above 3.000
- A letter of interest that outlines the candidate's reason(s) for applying to the M.Ed. program and how they expect to both benefit from and contribute to it.
- Two recommendations from Individuals who can speak to potential success in graduate school.
- A teaching license. Conditional admission can be grated for candidates without a teaching license, but with significant teaching experience, Candidates must provide documentation of the quantity and quality of this experience.

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*.

Graduate Program Goals & 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 concentration 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.

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, & 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.

Specific Program 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 concentration 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, concentration 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

Course	Title	Credits
ED 502	TEACHER AS CHANGE AGENT (Core 1)	3
ED 503	TEACHER AS RESEARCHER (Core 2)	3
ED 504	LEADING CHANGE IN AMERICA'S SCHOOLS (Core 3)	3
ED 593	SEMINAR	2
or ED 581	PRACTICUM & SEMINAR IN EDUCATION	
Total Credits		11

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 advisor. Courses cannot be double counted in concentration areas and the Pedagogy Core.

Instructional Technology

Graduate students may select from instructional technology courses offered by the University, with approval of their faculty advisors. Sample courses include:

Course	Title	Credits
Select 3 credits, samples include the following		3
ED 520	EDUCATIONAL MEDIA AND TECHNOLOGY	3
ED 523	TEACHING & 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
Total Credits		3

Differentiation of Instruction

Graduate students may select from any differentiation course, including the following:

Course	Title	Credits
Select 3 credits from any differentiation course, including the following:		3
CLDE 503	CONTENT INSTRUCTION FOR EL LEARNERS	3
ED 512	TEACHING DIVERSE LEARNERS	3
ED 531	DIVERSE LEARNERS & TECHNOLOGY	3
Total Credits		3

Literacy Education

Graduate students may select from any literacy course, including the following:

Course	Title	Credits
Select 3 credits from any literacy course, including the following:		3
CLDE 520	LITERACY FOR ENG LANG LEARNERS	3
ED 529	LITERACY & TECHNOLOGY	3
RDG 535	CONTENT AREA LITERACY	3
RDG 550	DIAGNOSIS & REMEDIATION OF READING PROBLEMS	3
Total Credits		3

Component 3: Concentration 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 concentration areas. Some areas require prerequisites, and an concentration area should be chosen with the advisement of their graduate advisor.

K-12 Art, Certificate

This program leads to Colorado Teacher licensure in K-12 Art. It is for individuals who have completed a bachelor's degree from a regionally-accredited institution. It can be completed in conjunction with our M.Ed. program.

Goals

To prepare individuals for Colorado Teacher licensure in K-12 Art.

Specific Program Requirements

Students pursuing this certificate must meet all requirements of the Teacher Education Program.

Course	Title	Credits
ART 115	TWO-DIMENSIONAL DESIGN	3.00
ART 116	THREE-DIMENSIONAL DESIGN	3.00
ART 141	DRAWING I	3.00
ART 211	HISTORY OF ART I	3
ART 212	HISTORY OF ART II	3
ART 234	PAINTING I	3.00
ART 242	DRAWING II	3.00
ART 247	CERAMICS I	3.00
ART 270	PRINTMAKING I	3.00
ART 276	PHOTOGRAPHY: CREATIVE LIGHTING	3.0
ART 281	VISUAL COMMUNICATION: CREATIVE DESIGN STRATEGIES (Upper Div Art History)	3.0
Upper Div. Art History Course		3
Upper Div. Art Electives		12
ENG 101	RHETORIC & WRITING I	3.0
ENG 102	RHETORIC & WRITING II	3.0
COMR 103	SPEAKING AND LISTENING	3.00
MATH 109	MATHEMATICAL EXPLORATIONS	
PSYC 151	HUMAN DEVELOPMENT	3.00
or PSYC 251	CHILDHOOD AND ADOLESCENCE	
ED 202	FOUNDATIONS OF EDUCATION	
ED 520	EDUCATIONAL MEDIA AND TECHNOLOGY	3.00
ED 560	PROFESSIONAL DEVELOPMENT IN CURRICULUM AND INSTRUCTION	4.00
ED 512	TEACHING DIVERSE LEARNERS	3.0
ED 546	TEACHING K-12 ART	3.0
RDG 535	CONTENT AREA LITERACY	3.0
ED 485	CAPSTONE SEMINAR IN EDUCATION	1.00
ED 489	STUDENT TEACHING K-12	12

K-12 Culturally & Linguistically Diverse Education, Certificate

This program leads to Colorado Teacher licensure in K-12 Culturally & Linguistically Diverse Education. It is for individuals who have completed a bachelor's degree from a regionally-accredited institution. It can be completed in conjunction with our M.Ed. program.

Goals

To prepare individuals for Colorado Teacher licensure in K-12 Culturally & Linguistically Diverse Education.

Specific Program Requirements

Students pursuing this certificate must meet all requirements of the Teacher Education Program.

Course	Title	Credits
CLDE 501	TEACHING ENGLISH LANGUAGE LEARNERS	3.00
CLDE 503	CONTENT INSTRUCTION FOR EL LEARNERS	3.00
CLDE 520	LITERACY FOR ENG LANG LEARNERS	3.00
CLDE 560	LING DIV ASSESS & ADMIN	3.00
CLDE 581	PRACTICUM WITH ENGLISH LEARNERS	3.00
ENG 523	SYNTAX FOR TESL/TEFL	3.00
ENG 553	LANGUAGE IN THE USA	3.00
ENG 560	LANGUAGE ACQUISITION & LINGUISTICS	3.00

K-12 Instructional Technology Education, Certificate

This program leads to Colorado Teacher licensure in K-12 Instructional Technology Education. It is for individuals who have completed a bachelor's degree from a regionally-accredited institution. It can be completed in conjunction with our M.Ed. program.

Goals

To prepare individuals for Colorado Teacher licensure in K-12 Instructional Technology Education.

Specific Program Requirements

Students pursuing this certificate must meet all requirements of the Teacher Education Program.

Course	Title	Credits
ED 520	EDUCATIONAL MEDIA AND TECHNOLOGY	3.00
ED 523	TEACHING & MANAGING TECHNOLOGY	3.0
ED 529	LITERACY & TECHNOLOGY	3.0
ED 531	DIVERSE LEARNERS & TECHNOLOGY	3.0
ED 532	HARDWARE & NETWORKING FOR EDUCATORS	3.0
ED 533	INSTRUCTIONAL THEORY & TECH DESIGN	3.0
ED 534	MULTIMEDIA DESIGN	3.0
ED 536	TECHNOLOGY & ASSESSMENT TOOLS	3.0

K-12 Music, Certificate

This program leads to Colorado Teacher licensure in K-12 Music. It is for individuals who have completed a bachelor's degree from a regionally-accredited institution. It can be completed in conjunction with our M.Ed. program.

Goals

To prepare individuals for Colorado Teacher licensure in K-12 Music.

Specific Program Requirements

Students pursuing this certificate must meet all requirements of the Teacher Education Program.

Course	Title	Credits
MUS 150	MUSIC THEORY I	3.00
MUS 151	AURAL SKILLS I	2.00
MUS 210	MUSIC THEORY II	3.00
MUS 211	AURAL SKILLS II	2.00
MUS 250	MUSIC THEORY III	3.00
MUS 251	AURAL SKILLS III	2.00
MUS 280	MUSIC THEORY IV	3.00
MUS 281	AURAL SKILLS IV	2.00
MUS 305	MUSIC HISTORY I	3.00
MUS 355	MUSIC HISTORY II	3.00
Music Performance Symposium 6 sem.		
Primary Ensemble (6 sem, 2 upper div.)		6.00
Major Applied Lesson (5 sem.)		10.00
MUS 229	PIANO PROFICIENCY COMPLETION	1.00
MUS 103	MUSIC AND COMPUTER TECHNOLOGY I	1.00
MUS 306	TECHNOLOGY FOR MUSIC EDUCATORS	2.00
MUS 357	ORCHESTRATION AND ARRANGING	2.00
MUS 358	BASIC CONDUCTING	2.00
MUS 579	GRADUATE RECITAL	2.00
MUS 550	INSTRUMENTAL CONDUCTING	2.00
or MUS 560	CHORAL CONDUCTING	
MUS 513	ADVANCED VOCAL PEDAGOGY	1.00
MUS 523	ADVANCED PERCUSSION PEDAGOGY	1.00
MUS 533	ADVANCED STRING PEDAGOGY	1.00
MUS 543	ADVANCED WOODWIND PEDAGOGY	1.00
MUS 553	ADVANCED BRASS PEDAGOGY	1.00
MUS 580	ADVANCED GENERAL MUSIC METHODS	2.00
MUS 581	ADVANCED CHORAL METHODS	2.00
MUS 582	ADVANCED INSTRUMENTAL METHODS	2.00
ENG 101	RHETORIC & WRITING I	3.0
ENG 102	RHETORIC & WRITING II	3.0
COMR 103	SPEAKING AND LISTENING	3.00
MATH 109	MATHEMATICAL EXPLORATIONS	3.00
PSYC 151	HUMAN DEVELOPMENT	3.00
or PSYC 251	CHILDHOOD AND ADOLESCENCE	
ED 202	FOUNDATIONS OF EDUCATION	2.00
ED 560	PROFESSIONAL DEVELOPMENT IN CURRICULUM AND INSTRUCTION	4.00
ED 512	TEACHING DIVERSE LEARNERS	3.0
RDG 535	CONTENT AREA LITERACY	3.0
ED 485	CAPSTONE SEMINAR IN EDUCATION	1.00
ED 489	STUDENT TEACHING K-12	6.00
MUS 594	FIELD EXPERIENCE	6.00

K-12 Physical Education, Certificate

This program leads to Colorado Teacher licensure in K-12 Physical Education. It is for individuals who have completed a bachelor's degree from a regionally-accredited institution. It can be completed in conjunction with our M.Ed. program.

Goals

To prepare individuals for Colorado Teacher licensure in K-12 Physical Education.

Specific Program Requirements

Students pursuing this certificate must meet all requirements of the Teacher Education Program.

Course	Title	Credits
AT 232	FIRST AID	2.00
AT 260	INJURY/ILLNESS CARE & PREVENTION	3.00
EPER 233	HISTORY & PRINCIPLES OF PHYSICAL EDUCATION & REC	2.00
EPER 245	MOTOR LEARNING AND DEVELOPMENT	3.00
EPER 343	RESEARCH AND STATISTICS	3.00
EPER 344	EXERCISE PHYSIOLOGY	3.00
EPER 344L	EXERCISE PHYSIOLOGY LAB	1.00
EPER 345	METHODS OF PHYSICAL ACTIVITIES & GAMES I	2.00
EPER 346	METHODS PHYSICAL ACTIVITIES & GAMES II	2.00
EPER 348	METHODS OF INDIVIDUAL AND DUAL SPORTS	3.00
EPER 364	KINESIOLOGY	3.00
BIOL 223	HUMAN PHYSIOLOGY AND ANATOMY I	3.00
BIOL 223L	HUMAN PHYSIOLOGY AND ANATOMY I LAB	1.00
ENG 101	RHETORIC & WRITING I	3.0
ENG 102	RHETORIC & WRITING II	3.0
COMR 103	SPEAKING AND LISTENING	3.00
MATH 109	MATHEMATICAL EXPLORATIONS	3.00
PSYC 151	HUMAN DEVELOPMENT	3.00
or PSYC 251	CHILDHOOD AND ADOLESCENCE	
ED 202	FOUNDATIONS OF EDUCATION	2.00
ED 520	EDUCATIONAL MEDIA AND TECHNOLOGY	3.00
ED 560	PROFESSIONAL DEVELOPMENT IN CURRICULUM AND INSTRUCTION	4.00
ED 512	TEACHING DIVERSE LEARNERS	3.0
EPER 522	METHODS OF ELEMENTARY PHYSICAL EDUCATION	3.00
EPER 578	METHODS OF SECONDARY SCHOOL PE	3.00
RDG 535	CONTENT AREA LITERACY	3.0
ED 485	CAPSTONE SEMINAR IN EDUCATION	1.00
ED 489	STUDENT TEACHING K-12	12

K-12 Special Education Generalist, Certificate

This program leads to Colorado Teacher licensure in K-12 Special Education Generalist. It is for individuals who have completed a bachelor's degree from a regionally-accredited institution. It can be completed in conjunction with our M.Ed. program.

Goals

To prepare individuals for Colorado Teacher licensure in K-12 Special Education Generalist.

Specific Program Requirements

Students pursuing this certificate must meet all requirements of the Teacher Education Program.

Course	Title	Credits
ED 506	BEHAVIORAL SUPPORT	3.0
ED 507	LEVELS OF SUPPORT I	3.0
ED 508	LEVELS OF SUPPORT II	3.0
ED 509	LEVELS OF SUPPORT III	3.0
ED 510	COLLABORATION IN EDUCATION	3.0
ED 512	TEACHING DIVERSE LEARNERS	3.0
ED 545	ASSESSMENT & DATA DRIVEN INSTRUCTION	3.0
ED 581	PRACTICUM & SEMINAR IN EDUCATION	1-6
RDG 550	DIAGNOSIS & REMEDIATION OF READING PROBLEMS	3.0

K-12 World Languages - Spanish, Certificate

This program leads to Colorado Teacher licensure in K-12 World Languages - Spanish. It is for individuals who have completed a bachelor's degree from a regionally-accredited institution. It can be completed in conjunction with our M.Ed. program.

Goals

To prepare individuals for Colorado Teacher licensure in K-12 World Languages - Spanish.

Specific Program Requirements

Students pursuing this certificate must meet all requirements of the Teacher Education Program.

Course	Title	Credits
SPN 101	BEGINNING SPANISH I	3.00
SPN 102	BEGINNING SPANISH II	3.00
SPN 201	INTERMEDIATE SPANISH I	3.00
SPN 202	INTERMEDIATE SPANISH II	3.00
SPN 203	INTERMEDIATE PROFICIENCY BUILDING	3.00
SPN 301	SPANISH GRAMMAR IN CONTEXT	3.00
SPN 303	SPANISH PHONETICS & PHONOLOGY	3.0
or SPN 309	INTRO TO HISPANIC LINGUISTICS	
SPN 370	INTRO TO LITERATURE & CULTURE	3.0
One of the following courses:		3.00
SPN 312	CONV & COMP. MEXICO & CENTRAL AMER	3.00
SPN 313	CONV & COMP. SOUTH AMERICA	3.00
SPN 314	CONV & COMP. CARIBBEAN	3.00
SPN 315	CONV & COMP. SPAIN	3.00
SPN 316	CONV & COMP. U.S. LATINX	3.00
12 hours of upper div. SPN or FL, 6 must be 400-level		12.00
ENG 101	RHETORIC & WRITING I	3.0

Course	Title	Credits
ENG 102	RHETORIC & WRITING II	3.0
COMR 103	SPEAKING AND LISTENING	3.00
MATH 109	MATHEMATICAL EXPLORATIONS	3.00
PSYC 151	HUMAN DEVELOPMENT	3.00
or PSYC 251	CHILDHOOD AND ADOLESCENCE	
ED 202	FOUNDATIONS OF EDUCATION	2.00
ED 520	EDUCATIONAL MEDIA AND TECHNOLOGY	3.00
ED 560	PROFESSIONAL DEVELOPMENT IN CURRICULUM AND INSTRUCTION	4.00
ED 512	TEACHING DIVERSE LEARNERS	3.0
ED 548	TEACHING FOREIGN LANGUAGE	3.0
RDG 535	CONTENT AREA LITERACY	3.0
ED 485	CAPSTONE SEMINAR IN EDUCATION	1.00
ED 489	STUDENT TEACHING K-12	12

K-6 Elementary Education, Certificate

This program leads to Colorado Teacher licensure in K-6 Elementary Education. It is for individuals who have completed a bachelor's degree from a regionally-accredited institution. It can be completed in conjunction with our M.Ed. program.

Goals

To prepare individuals for Colorado Teacher licensure in K-6 Elementary Education.

Specific Program Requirements

Students pursuing this certificate must meet all requirements of the Teacher Education Program.

Course	Title	Credits
ART 100	VISUAL DYNAMICS	3.00
MUS 118	MUSIC APPRECIATION	3.00
ENG 130	INTRODUCTION TO LITERATURE	3.00
ENG 303	ADVANCED COMPOSITION	3.00
ED 351	CHILDREN'S LITERATURE	3.00
GEOG 103	WORLD REGIONAL GEOGRAPHY	3.00
HIST 110	WORLD HISTORY TO 1500	3.00
or HIST 111	WORLD HISTORY SINCE 1500	
HIST 201	U.S. HISTORY I	3.00
or HIST 202	U.S. HISTORY II	
POLS 101	AMERICAN NATIONAL POLITICS	3.0
MATH 360	ELEMENTARY MATHEMATICS CONCEPTS I	3.00
MATH 361	ELEMENTARY MATHEMATICS CONCEPTS II	3.00
BIOL 100	PRINCIPLES OF BIOLOGY	3.00
BIOL 100L	PRINCIPLES OF BIOLOGY LAB	1.00
GEOL 101	EARTH SCIENCE	3.00
GEOL 101L	EARTH SCIENCE LAB	1.00
CHEM 150	ELEMENTARY CONCEPTS IN PHYS & CHEM	4.00
or PHYS 150	ELEMENTARY CONCEPTS IN PHYS & CHEM	
ENG 101	RHETORIC & WRITING I	3.0
ENG 102	RHETORIC & WRITING II	3.0
COMR 103	SPEAKING AND LISTENING	3.00
MATH 109	MATHEMATICAL EXPLORATIONS	3.00

PSYC 151	HUMAN DEVELOPMENT	3.00
or PSYC 251	CHILDHOOD AND ADOLESCENCE	
ED 202	FOUNDATIONS OF EDUCATION	3.00
ED 520	EDUCATIONAL MEDIA AND TECHNOLOGY	3.00
ED 560	PROFESSIONAL DEVELOPMENT IN CURRICULUM AND INSTRUCTION	4.00
ED 580	INTEGRATED METHODS	3.0
ED 512	TEACHING DIVERSE LEARNERS	3.0
ED 524	ADVANCED TECHNIQUES OF TEACHING ELEMENTARY SOCIAL	2.0
ED 525	ADVANCED TECHNIQUES OF TEACHING ELEMENTARY SCIENCE	2.0
ED 514	TEACHING K-6 MATH	2.0
RDG 510	FOUNDATIONS OF READING INSTRUCTION	3.0
RDG 511	TEACHING ELEMENTARY LANGUAGE ARTS	2.0
ED 485	CAPSTONE SEMINAR IN EDUCATION	1.00
ED 487	STUDENT TEACHING ELEMENTARY	12.00

Liberal Studies, Bachelor of Science

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 concentration 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 a major in Liberal Studies are required to complete a minor in education and meet all other requirements outlined by the Teacher Education Program.

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.

Program Design

The program is planned as a coherent whole, with four components:

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.

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. concentration is placed on each area relative to K-6 content standards to assure depth of knowledge in the humanities, social sciences, math, and sciences.

Liberal Studies Area if concentration in a Specific Discipline

Students are required to select an area of concentration or concentration and, in consultation with an advisor, 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.

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: *Selective Entry and Retention in Teacher Education Admission.*

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 comprehensiveness, 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).

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,

1. Formal assessments at the sophomore (e.g., Proficiency Profile) and senior level (PRAXIS Elementary Education Content Exam),
2. Faculty recommendations of student progress,
3. Portfolio assessment, and

4. 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.

Specific Program Requirements

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 Pueblo is required for admission to student teaching.

Course	Title	Credits
General Education Requirements		
General Education Skill Requirements:		
ENG 101	RHETORIC & WRITING I	3
ENG 102	RHETORIC & WRITING II	3
Select one of the following:		3-5
MATH 109	MATHEMATICAL EXPLORATIONS	3
MATH 156	INTRODUCTION TO STATISTICS	3
MATH 120	PRE-CALCULUS ALGEBRA	3.0
MATH 126	CALCULUS AND ANALYTIC GEOMETRY I	5
General Education Knowledge Requirements:		
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
PSYC 151	HUMAN DEVELOPMENT	3.0
ART 100	VISUAL DYNAMICS	3
or MUS 118	MUSIC APPRECIATION	
HIST 110	WORLD HISTORY TO 1500	3
or HIST 111	WORLD HISTORY SINCE 1500	
Liberal Studies Core Requirements		
ENGLISH:		
ED 351	CHILDREN'S LITERATURE	3
ENG 303	ADVANCED COMPOSITION	3
HISTORY:		
HIST 201	U.S. HISTORY I	3
or HIST 202	U.S. HISTORY II	
FINE ARTS:		
ART 100	VISUAL DYNAMICS (select the course not completed for General Education)	3
or MUS 118	MUSIC APPRECIATION	
MATH:		
MATH 360	ELEMENTARY MATHEMATICS CONCEPTS I	3
MATH 361	ELEMENTARY MATHEMATICS CONCEPTS II	3
MATH 362	PROBLEM SOLVING FOR K-6 TEACHERS	3

MULTICULTURAL STUDIES:

| CS 420 | VOICES OF PROTEST (Other approved multicultural courses may be added) | 3 |

READING:

| RDG 355 | LINGUISTICS FOR EDUCATORS | 3 |

SCIENCE:

| PHYS/CHEM 150 | ELEMENTARY CONCEPTS IN PHYS & CHEM | 4 |

SOCIAL SCIENCE:

POLS 101	AMERICAN NATIONAL POLITICS	3.0
Required Concentration in Discipline Area		
Select one concentration from the list below.		15
Elementary Education Requirements		
Elementary Education credits listed below.		40
Total Credits		124-126

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.

Required Concentration in Discipline Area

Students are required to select <u>one</u> of the following concentration areas of 15 hours. All students should meet with an advisor 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

Course	Title	Credits
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
Total Credits		15

Early Childhood Education

Course	Title	Credits
Select 15 credits from the following:		15
ECE 101	INTRODUCTION TO EARLY CHILDHOOD ED [1]	3
ECE 102	INTRO TO ECE LAB TECHNIQUES [1]	3
ECE 103	GUIDANCE STRAT FOR YOUNG CHILDREN [1]	3
ECE 111	INFANT & TODDLER THEORY & PRACTICE [1]	3
ECE 205	NUTRITION, HEALTH AND SAFETY [1]	3
ECE 241	ADMIN: HUMAN RELATIONS FOR ECE [1]	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 READING	3
ECE 463	TEACHING ECE MATH	2
ECE 464	TEACHING ECE SCIENCE	2
Total Credits		15

[1]   Course must be taken at a community college.

English

Course	Title	Credits
Select 15 hours, 6 hours of which must be in courses numbered 300 or above		15
Total Credits		15

Health

Course	Title	Credits
EPER 162	PERSONAL HEALTH	3.0
EPER 162L	PERSONAL HEALTH LAB	1.0
EPER 201	DRUGS AND HEALTHY LIFESTYLES	3.0
AT 232	FIRST AID	2
BIOL 112	NUTRITION	3
Select one of the following:		3
HS 330	EPIDEMIOLOGY AND DISEASE PREVENTION	3
HS 336	COMMUNITY AND GLOBAL HEALTH	3
HS 430	PUBLIC HEALTH PROGRAM PLANNING	3
Total Credits		15

Language & Linguistics

Course	Title	Credits
COMR 260	LANGUAGE ACQUISITION AND LINGUISTICS	3
ENG 352	ENGLISH SYNTAX AND USAGE	3
CLDE 401	TEACHING ENGLISH LANGUAGE LEARNERS	3
Electives in Language/Linguistics		6
Total Credits		15

Math

Course	Title	Credits
MATH 126	CALCULUS AND ANALYTIC GEOMETRY I	5
MATH 207	MATRIX AND VECTOR ALGEBRA WITH APPLICATIONS	3
MATH 224	CALCULUS AND ANALYTIC GEOMETRY II	5
MATH 330	INTRODUCTION TO HIGHER GEOMETRY	3
Total Credits		16

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 advisor.

French

Course	Title	Credits
Select 15 credits in FRN courses		15
Total Credits		15

Italian

Course	Title	Credits
Select 15 credits in ITL courses		15
Total Credits		15

Spanish

Course	Title	Credits
Select 15 credits in SPN courses		15
Total Credits		15

Music

Course	Title	Credits
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 I: BEGINNING	1
MUS xxx	Applied Music: 3 semesters at 1 credit each - 3 (1+1+1)	3
VARIES	Music Ensemble: 4 ensembles at .5 credits each - 2 (.5 x 4)	2
MUS 101	MUSIC PERFORMANCE SYMPOSIUM I (take two semesters)	0
Total Credits		15

Reading

Course	Title	Credits
Select 15 credit from the following:		15
CLDE 420	LITERACY FOR ENG LANG 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	DIAGNOSIS AND REMEDIATION OF READING PROBLEMS	3
RDG 491	SPECIAL TOPICS	1-2
Total Credits		15

Science

Course	Title	Credits
Select One Biology, One Chemistry, and One Physics Course and Labs; examples include:		12
BIOL 121 & 121L	ENVIRONMENTAL CONSERVATION and ENVIRONMENTAL CONSERVATION LAB	4
BIOL 181 & 181L	COLLEGE BIOLOGY I/ORGANISMAL BIO and COLLEGE BIOLOGY I/ORGANISMAL BIO LAB	4
BIOL 206 & 206L	INTRODUCTION TO MICROBIOLOGY and INTRODUCTION TO MICROBIOLOGY LAB	4
CHEM 101 & 101L	CHEMISTRY AND SOCIETY and CHEMISTRY AND SOCIETY LAB	4
CHEM 111 & 111L	PRINCIPLES OF CHEMISTRY and PRINCIPLES OF CHEMISTRY LAB	4
CHEM 121 & 121L	GENERAL CHEMISTRY I and GENERAL CHEMISTRY LAB I	5
PHYS 110 & 110L	ASTRONOMY and ASTRONOMY LAB	4
PHYS 140 & 140L	LIGHT, ENERGY, & THE ATOM and LIGHT, ENERGY AND THE ATOM LAB	4
PHYS 201 & 201L	PRINCIPLES OF PHYSICS I and PRINCIPLES OF PHYSICS LAB I	4
PHYS 221 & 221L	GENERAL PHYSICS I and GENERAL PHYSICS I LAB	5
GEOL 114	OCEANOGRAPHY	3
or PHYS 110	ASTRONOMY	
Total Credits		15

Social Studies

Course	Title	Credits
HIST 201	U.S. HISTORY I (whichever class not completed in core)	3
or HIST 202	U.S. HISTORY II	
ECON 201	PRINCIPLES OF MACROECONOMICS	3
Select nine hours of upper division courses in History, Chicano Studies, or Political Science		9
Total Credits		15

Special Education

Course	Title	Credits
Select 15 hours from the following:		15
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	DIVERSE LEARNERS & TECHNOLOGY [1]	3
ED 445	ASSESSMENT & DATA DRIVEN INSTRUCTION	3
ED 481	PRACTICUM & SEMINAR IN EDUCATION	3-6
RDG 450	DIAGNOSIS AND REMEDIATION OF READING PROBLEMS	3
Total Credits		15

[1] This course counts toward the concentration, but is not part of the required 24 credit hours for the Special Education Generalist added endorsement.

Elementary Education Requirements
Specific Requirements for Elementary Teaching

CSU Pueblo requires the student interested in Elementary Education to complete a Liberal Studies major in addition to the courses in Education listed below.

Course	Title	Credits
ED 202	FOUNDATIONS OF EDUCATION	3
ED 280	EDUCATIONAL MEDIA AND TECHNOLOGY	3
ED 301	FRAMEWORKS OF TEACHING (Admission to Education is completed in this course)	4
ED 380	INTEGRATED METHODS IN ELEMENTARY [1]	3
RDG 410	TEACHING READING [1]	3
RDG 411	TEACHING ELEMENTARY LANGUAGE ARTS [1]	2
ED 412	TEACHING DIVERSE LEARNERS [1]	3
ED 413	TEACHING ELEMENTARY SOCIAL STUDIES [1]	2
ED 414	TEACHING ELEMENTARY SCIENCE & HEALTH [1]	2
ED 417	TEACHING MATHEMATICS IN ELEMENTARY SCHOOL [1]	2

Course	Title	Credits
ED 485	CAPSTONE SEMINAR IN EDUCATION	1
ED 487	STUDENT TEACHING ELEMENTARY	12
Total Credits		40

[1]   GPA of 2.6 required.

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Note: 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. In addition, student completing a major in Liberal Studies are required to complete a minor in Education and meet all requirements outlined by the Teacher Education program.

Course	Title	Credits
Year 1		
Fall		
ART 100 or MUS 118	Visual Dynamics (GT-AH1) or Music Appreciation (GT-AH1)	3
COMR 103	Speaking and Listening	3
ENG 101	Rhetoric & Writing I (GT-CO1)	3
HIST 201 or HIST 202	U.S. History I (GT-HI1) or U.S. History II (GT-HI1)	3
General Education Must be one of the following: MATH 109, 121, 126, 156		3-5
	Credits	15-17
Spring		
BIOL 100	Principles of Biology (GT-SC2)	3
BIOL 100L	Principles of Biology Lab (GT-SC1)	1
ED 202	Foundations of Education	3
ENG 102	Rhetoric & Writing II (GT-CO2)	3
GEOG 103	World Regional Geography (GT-SS2)	3
MATH 360	Elementary Mathematics Concepts I	3
	Credits	16
Year 2		
Fall		
ED 280	Educational Media and Technology	3
ENG 130	Introduction to Literature (GT-AH2)	3
GEOL 101	Earth Science (GT-SC2)	3
GEOL 101L	Earth Science Lab (GT-SC1)	1
MATH 361	Elementary Mathematics Concepts II	3
PSYC 151	Human Development (GT-SS3)	3
	Credits	16
Spring		
ART 100 or MUS 118	Visual Dynamics (GT-AH1) or Music Appreciation (GT-AH1)	3
ED 301	Frameworks of Teaching	4
ED 351	Children's Literature	3
PHYS 150 or CHEM 150	Elementary Concepts in Phys & Chem or Elementary Concepts in Phys & Chem	4
POLS 101	American National Politics (GT-SS1)	3
	Credits	17

Course	Title	Credits
Year 3		
Fall		
ED 380	Integrated Methods in Elementary	3
HIST 110 or HIST 111	World History to 1500 (GT-HI1) or World History since 1500 (GT-HI1)	3
MATH 362	Problem Solving for K-6 Teachers	3
RDG 410	Teaching Reading	3
Elective Must be Concentration course.		3
	Credits	15
Spring		
ED 413	Teaching Elementary Social Studies	2
ED 414	Teaching Elementary Science & Health	2
ENG 303	Advanced Composition	3
RDG 411	Teaching Elementary Language Arts	2
Elective Must be Concentration course.		6
	Credits	15
Year 4		
Fall		
CS 420	Voices of Protest	3
ED 412	Teaching Diverse Learners	3
ED 417	Teaching Mathematics in Elementary School	2
Elective Must be Concentration course.		6
	Credits	14
Spring		
ED 485	Capstone Seminar in Education	1
ED 487	Student Teaching Elementary	12
	Credits	13
	Total Credits	121-123

Middle School Mathematics Education, Bachelor of Science

The Middle School Mathematics major, which leads to a B.S. degree, is specifically designed to lead to a Colorado teaching license for Middle School Mathematics (grades 6-8). It requires the completion of an Education Minor as well, which will be added to students' programs once they are fully admitted to Education.

Specific Program Requirements

Course	Title	Credits
General Education Requirements		
General Education Skill Requirements:		
ENG 101	RHETORIC & WRITING I	3
ENG 102	RHETORIC & WRITING II	3
MATH 156	INTRODUCTION TO STATISTICS	3
General Education Knowledge Requirements:		
Humanities		
COMR 103	SPEAKING AND LISTENING	3
Humanities Electives		6
History		
History Elective		3
Social Sciences		
PSYC 151	HUMAN DEVELOPMENT	3.0
Social Sciences Elective		3
Natural Sciences		
Laboratory Science Sequence		10
Major Requirements		

MATH 126	CALCULUS AND ANALYTIC GEOMETRY I	5
MATH 207	MATRIX AND VECTOR ALGEBRA WITH APPLICATIONS	3
MATH 224	CALCULUS AND ANALYTIC GEOMETRY II	5
MATH 319	NUMBER THEORY	3
MATH 330	INTRODUCTION TO HIGHER GEOMETRY	3
MATH 360	ELEMENTARY MATHEMATICS CONCEPTS I	3
MATH 361	ELEMENTARY MATHEMATICS CONCEPTS II	3
MATH 362	PROBLEM SOLVING FOR K-6 TEACHERS	3
MATH 463	HISTORY OF MATHEMATICS	3
Electives in Math/Math Ed		7
Computer Programming		4
Electives		7
Minor Requirements		
Education Minor requirements listed below.		37
Total Credits		123

1. Credit hours for this course are counted in ED minor

Specific Requirements for Secondary & K-12 Education/Minor

The student must complete an appropriate major and the following Education courses:

Course	Title	Credits
Select one of the following:		
PSYC 151	HUMAN DEVELOPMENT [1]	3
or PSYC 251	CHILDHOOD AND ADOLESCENCE	
or PSYC 342	EDUCATIONAL PSYCHOLOGY	
ED 202	FOUNDATIONS OF EDUCATION	3
ED 280	EDUCATIONAL MEDIA AND TECHNOLOGY [2]	3
ED 301	FRAMEWORKS OF TEACHING (Admission to Education is completed in this course)	4
RDG 435	CONTENT AREA LITERACY [3,5]	4
Special Methods in Education Areas (Prerequisites - Admission to Education) [5,6]		4
ED 412	TEACHING DIVERSE LEARNERS [4,5]	3
ED 485	CAPSTONE SEMINAR IN EDUCATION	1
ED 488	STUDENT TEACHING SECONDARY	12
or ED 489	STUDENT TEACHING K-12	
Total Credits [3]		37-40

[1] Music students may take PSYC 151 HUMAN DEVELOPMENT (3.0 c.h.) or PSYC 251 CHILDHOOD AND ADOLESCENCE (3.0 c.h.).

[2] Music Education students may complete MUS 103 MUSIC AND COMPUTER TECHNOLOGY I (1.00 c.h.) and MUS 306 TECHNOLOGY FOR MUSIC EDUCATORS (2.00 c.h.) for ED 280 EDUCATIONAL MEDIA AND TECHNOLOGY (3.00 c.h.).

[3] English/Language Arts student must also complete RDG 355 LINGUISTICS FOR EDUCATORS (3.0 c.h.).

[4] Physical Education students may complete EPER 465 ADAPTED PHYSICAL EDUCATION (3.0 c.h.) or ED 412 TEACHING DIVERSE LEARNERS (3.00 c.h.).

[5] GPA of 2.6 required

[6] English/Language Arts student must also complete ED 447 TEACHING ENGLISH IN SECONDARY SCHOOLS (4.00 c.h.)

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Note: Students completing a major with an emphasis in Secondary Education are required to complete a minor in Education and to meet all other requirements outlined by the Teacher Education Program.

Course	Title	Credits
Year 1		
Fall		
ED 202	Foundations of Education	3
ENG 101	Rhetoric & Writing I (GT-CO1)	3
MATH 126	Calculus and Analytic Geometry I (GT-MA1)	5
General Education		4-5
	Credits	15-16
Spring		
COMR 103	Speaking and Listening	3
ENG 102	Rhetoric & Writing II (GT-CO2)	3
MATH 224	Calculus and Analytic Geometry II	5
General Education		4-5
	Credits	15-16
Year 2		
Fall		
ED 280	Educational Media and Technology	3
MATH 207	Matrix and Vector Algebra with Applications	3
MATH 360	Elementary Mathematics Concepts I	3
PSYC 151	Human Development (GT-SS3)	3
General Education		3
	Credits	15
Spring		
COMR 103	Speaking and Listening	3
ED 301	Frameworks of Teaching	4
MATH 319	Number Theory	3
MATH 330	Introduction to Higher Geometry	3
MATH 361	Elementary Mathematics Concepts II	3
	Credits	16
Year 3		
Fall		
MATH 362	Problem Solving for K-6 Teachers	3
MATH 477	Methods for Teaching Secondary Math	4
General Education		6
Elective		3
	Credits	16
Spring		
ED 412	Teaching Diverse Learners	3
MATH 156	Introduction to Statistics (GT-MA1)	3
General Education		3
Elective Must be MATH or Math Education course		2-4
	Credits	11-13

Year 4

Fall

MATH 463	History of Mathematics	3
RDG 435	Content Area Literacy	4
Elective Must be MATH or Math Education course		2-4
Computer Programming		4
	Credits	13-15

Spring

ED 485	Capstone Seminar in Education	1
ED 488	Student Teaching Secondary	6-12
	Credits	7-13
	Total Credits	108-120

Middle School Mathematics, Certificate

This program leads to Colorado Teacher licensure in Middle School Mathematics. It is for individuals who have completed a bachelor's degree from a regionally-accredited institution. It can be completed in conjunction with our M.Ed. program.

Goals

To prepare individuals for Colorado Teacher licensure in Middle School Mathematics.

Specific Program Requirements

Students pursuing this certificate must meet all requirements of the Teacher Education Program.

Course	Title	Credits
MATH 126	CALCULUS AND ANALYTIC GEOMETRY I	5.00
MATH 207	MATRIX AND VECTOR ALGEBRA WITH APPLICATIONS	3.00
MATH 224	CALCULUS AND ANALYTIC GEOMETRY II	5.00
MATH 319	NUMBER THEORY	3.0
MATH 330	INTRODUCTION TO HIGHER GEOMETRY	3.00
MATH 360	ELEMENTARY MATHEMATICS CONCEPTS I	3.00
MATH 361	ELEMENTARY MATHEMATICS CONCEPTS II	3.00
MATH 362	PROBLEM SOLVING FOR K-6 TEACHERS	3.0
MATH 463	HISTORY OF MATHEMATICS	3.00
ENG 101	RHETORIC & WRITING I	3.0
ENG 102	RHETORIC & WRITING II	3.0
COMR 103	SPEAKING AND LISTENING	3.00
MATH 156	INTRODUCTION TO STATISTICS	3.00
PSYC 151 or PSYC 251	HUMAN DEVELOPMENT CHILDHOOD AND ADOLESCENCE	3.00
ED 202	FOUNDATIONS OF EDUCATION	3.00
ED 520	EDUCATIONAL MEDIA AND TECHNOLOGY	3.00
ED 560	PROFESSIONAL DEVELOPMENT IN CURRICULUM AND INSTRUCTION	4.00
ED 512	TEACHING DIVERSE LEARNERS	3.0
MATH 577	CONCEPTS IN SECONDARY SCHOOL MATHEMATICS	4.00
RDG 535	CONTENT AREA LITERACY	3.00
ED 485	CAPSTONE SEMINAR IN EDUCATION	1.00
ED 488	STUDENT TEACHING SECONDARY	12.00

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 Program 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. 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.

Course	Title	Credits
Core Course Requirements		
ED 351	CHILDREN'S LITERATURE	3
or ENG 412	YOUNG ADULT LITERATURE	
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
Electives		
Select 7 credits from the following:		7
CLDE 420	LITERACY FOR ENG LANG LEARNERS	3
ECE 440	EFFECTIVE INSTR IN EARLY LITERACY	3
ECE 462	TEACHING ECE READING	3
ED 429	LITERACY & TECHNOLOGY	3
RDG 310	CURRENT APPROACHES TO READNG 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	1-2
Total Credits		22

Secondary & K-12 Education, Minor

The Education Minor is reserved for those undergraduate students pursuing a Colorado teaching license in conjunction with their major. It is a "protected" minor, which means students cannot just add it by themselves. When a student successfully completes our admission course (ED 301), the Education Minor is added to his/her program. The following majors can be paired with an Education Minor:

- Art: Art Education K-12 Concentration
- Early Childhood Education: K-3 Education Concentration
- Liberal Studies
- English: Secondary Teaching Endorsement
- Middle School Mathematics Education
- Mathematics: Secondary Certification Concentration
- Music: Music Education Concentration
- Exercise Science: K-12 Teacher Preparation Concentration
- Biology: Biology Secondary Certification Concentration
- Chemistry: Secondary Teaching Certification Concentration
- Physics: Physical Science Secondary Certification Concentration
- Physics: Physics Secondary Certification Concentration
- History: Secondary Education Concentration
- Political Science: Secondary Education Concentration
- Interdisciplinary Studies*
- World Languages-Spanish: K-12 Teaching Endorsement

The Secondary & K-12 Education Minor is reserved for undergraduate students pursuing a Colorado teaching license in conjunction with their major. It is a "protected" minor, which means students cannot just add it by themselves. When a student successfully completes our admission course (ED 301), the Education Minor is added to his/her program.

Note: If a student is pursuing a Liberal Studies degree, they will have the Education minor added, but will complete the requirements listed under the Elementary Teaching section below. Likewise, if a student is pursuing a Early Childhood Education degree, they will have the Education minor added, but will complete the requirements listed under the Early Childhood Education section below.

Specific Requirements for Secondary & K-12 Education/Minor

The student must complete an appropriate major and the following Education courses:

Course	Title	Credits
Select one of the following:		
PSYC 151	HUMAN DEVELOPMENT [1]	3
or PSYC 251	CHILDHOOD AND ADOLESCENCE	
or PSYC 342	EDUCATIONAL PSYCHOLOGY	
ED 202	FOUNDATIONS OF EDUCATION	3
ED 280	EDUCATIONAL MEDIA AND TECHNOLOGY [2]	3
ED 301	FRAMEWORKS OF TEACHING (Admission to Education is completed in this course)	4
RDG 435	CONTENT AREA LITERACY [3, 5]	4
Special Methods in Education Areas (Prerequisites - Admission to Education) [5, 6]		4
ED 412	TEACHING DIVERSE LEARNERS [4, 5]	3
ED 485	CAPSTONE SEMINAR IN EDUCATION	1
ED 488	STUDENT TEACHING SECONDARY	12
or ED 489	STUDENT TEACHING K-12	
Total Credits [3]		37-40

[1] Music students may take PSYC 151 HUMAN DEVELOPMENT (3.0 c.h.) or PSYC 251 CHILDHOOD AND ADOLESCENCE (3.0 c.h.).

[2] Music Education students may complete MUS 103 MUSIC AND COMPUTER TECHNOLOGY I (1.00 c.h.) and MUS 306 TECHNOLOGY FOR MUSIC EDUCATORS (2.00 c.h.) for ED 280 EDUCATIONAL MEDIA AND TECHNOLOGY (3.00 c.h.).

[3] English/Language Arts student must also complete RDG 355 LINGUISTICS FOR EDUCATORS (3.0 c.h.)

[4] Physical Education students may complete EPER 465 ADAPTED PHYSICAL EDUCATION (3.0 c.h.) or ED 412 TEACHING DIVERSE LEARNERS (3.00 c.h.).

[5] GPA of 2.6 required

[6] English/Language Arts student must also complete ED 447 TEACHING ENGLISH IN SECONDARY SCHOOLS (4.00 c.h.)

For students pursuing a Liberal Studies degree, the below requirements will be completed in place of the Secondary & K-12 Education minor requirements.

Specific Requirements for Elementary Teaching

CSU Pueblo requires the student interested in Elementary Education to complete a Liberal Studies major in addition to the courses in Education listed below.

Course	Title	Credits
ED 202	FOUNDATIONS OF EDUCATION	3
ED 280	EDUCATIONAL MEDIA AND TECHNOLOGY	3
ED 301	FRAMEWORKS OF TEACHING (Admission to Education is completed in this course)	4
ED 380	INTEGRATED METHODS IN ELEMENTARY [1]	3
RDG 410	TEACHING READING [1]	3
RDG 411	TEACHING ELEMENTARY LANGUAGE ARTS [1]	2
ED 412	TEACHING DIVERSE LEARNERS [1]	3
ED 413	TEACHING ELEMENTARY SOCIAL STUDIES [1]	2
ED 414	TEACHING ELEMENTARY SCIENCE & HEALTH [1]	2
ED 417	TEACHING MATHEMATICS IN ELEMENTARY SCHOOL [1]	2
ED 485	CAPSTONE SEMINAR IN EDUCATION	1
ED 487	STUDENT TEACHING ELEMENTARY	12
Total Credits		40

[1]   GPA of 2.6 required.

For students pursuing a Early Childhood Education degree, the below requirements will be completed in place of the Secondary & K-12 Education minor requirements.

Specific Requirements for Early Childhood Education

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.

Course	Title	Credits
ED 202	FOUNDATIONS OF EDUCATION	3
ED 280	EDUCATIONAL MEDIA AND TECHNOLOGY	3
ED 301	FRAMEWORKS OF TEACHING (Admission to Education is completed in this course)	4
ECE 460	MANAGING ECE CLASSROOMS [1]	2
ECE 461	TEACHING ECE SOCIAL STUDIES [1]	2
ECE 462	TEACHING ECE READING [1]	3
ECE 463	TEACHING ECE MATH [1]	2
ECE 464	TEACHING ECE SCIENCE [1]	2
ECE 485	CAPSTONE IN ECE	1
ECE 486	STUDENT TEACHING IN ECE	12
Total Credits		34

[1]   GPA of 2.6 required.

Secondary English Education, Certificate

This program leads to Colorado Teacher licensure in Secondary English Education. It is for individuals who have completed a bachelor's degree from a regionally-accredited institution. It can be completed in conjunction with our M.Ed. program.

Goals

To prepare individuals for Colorado Teacher licensure in Secondary English Education.

Specific Program Requirements

Students pursuing this certificate must meet all requirements of the Teacher Education Program.

Course	Title	Credits
ENG 201	INTRODUCTION TO THEORY	3.0
ENG 493	SENIOR SEMINAR	3.00
ENG 310	ADVANCED LITERARY FORMS & GENRES	3.0
ENG 210	AMERICAN LITERATURE I	3.00
ENG 212	AMERICAN LITERATURE II	3.00
ENG 231	LITERATURE OF ENGLAND I	3.00
or ENG 232	LITERATURE OF ENGLAND II	
ENG XXX (Upper Div. Elective not Amer. Lit.		3.0
ENG XXX (One course in Literary Theory)		3.0
ENG 303	ADVANCED COMPOSITION	3.00
ENG XXX (Writing Elective)		3.0
ENG 352	ENGLISH SYNTAX AND USAGE	3.00
ENG 481	SHAKESPEARE	3.00
ENG 412	YOUNG ADULT LITERATURE	3.00
RDG 555	ADVANCED LINGUISTICS FOR EDUCATORS	3.0
ENG 101	RHETORIC & WRITING I	3.0
ENG 102	RHETORIC & WRITING II	3.0
COMR 103	SPEAKING AND LISTENING	3.00
PSYC 151	HUMAN DEVELOPMENT	3.00
or PSYC 251	CHILDHOOD AND ADOLESCENCE	
ED 202	FOUNDATIONS OF EDUCATION	3.00
ED 520	EDUCATIONAL MEDIA AND TECHNOLOGY	3.00
ED 560	PROFESSIONAL DEVELOPMENT IN CURRICULUM AND INSTRUCTION	4.00
ED 512	TEACHING DIVERSE LEARNERS	3.0
ED 447	TEACHING ENGLISH IN SECONDARY SCHOOLS	4.00
RDG 535	CONTENT AREA LITERACY	3.0
ED 485	CAPSTONE SEMINAR IN EDUCATION	1.00
ED 488	STUDENT TEACHING SECONDARY	12.00
Total Credits		87

Secondary Mathematics, Certificate

This program leads to Colorado Teacher licensure in Secondary Mathematics. It is for individuals who have completed a bachelor's degree from a regionally-accredited institution. It can be completed in conjunction with our M.Ed. program.

Goals

To prepare individuals for Colorado Teacher licensure in Secondary Mathematics.

Specific Program Requirements

Students pursuing this certificate must meet all requirements of the Teacher Education Program.

Course	Title	Credits
MATH 126	CALCULUS AND ANALYTIC GEOMETRY I	5.00
MATH 224	CALCULUS AND ANALYTIC GEOMETRY II	5.00
MATH 307	INTRODUCTION TO LINEAR ALGEBRA	4.00
MATH 330	INTRODUCTION TO HIGHER GEOMETRY	3.00
MATH 319	NUMBER THEORY	3.0
or MATH 427	ABSTRACT ALGEBRA	
MATH 156	INTRODUCTION TO STATISTICS	0-3
or MATH 350	PROBABILITY	
MATH 463	HISTORY OF MATHEMATICS	3.00
Computer Programming Course		4.00
One of the following Sequences:		10.00
CHEM 121/L and CHEM 122/L or		
PHYS 221/L and PHYS 222/L		
ENG 101	RHETORIC & WRITING I	3.0
ENG 102	RHETORIC & WRITING II	3.0
COMR 103	SPEAKING AND LISTENING	3.00
PSYC 151	HUMAN DEVELOPMENT	3.00
or PSYC 251	CHILDHOOD AND ADOLESCENCE	
ED 202	FOUNDATIONS OF EDUCATION	3.00
ED 520	EDUCATIONAL MEDIA AND TECHNOLOGY	3.00
ED 560	PROFESSIONAL DEVELOPMENT IN CURRICULUM AND INSTRUCTION	4.00
ED 512	TEACHING DIVERSE LEARNERS	3.0
MATH 577	CONCEPTS IN SECONDARY SCHOOL MATHEMATICS	4.00
RDG 535	CONTENT AREA LITERACY	3.0
ED 485	CAPSTONE SEMINAR IN EDUCATION	1.00
ED 488	STUDENT TEACHING SECONDARY	12.00

Secondary Science - Biology, Certificate

This program leads to Colorado Teacher licensure in Secondary Science. It is for individuals who have completed a bachelor's degree from a regionally-accredited institution. It can be completed in conjunction with our M.Ed. program.

Goals

To prepare individuals for Colorado Teacher licensure in Secondary Science.

Specific Program Requirements

Students pursuing this certificate must meet all requirements of the Teacher Education Program.

Course	Title	Credits
BIOL 181	COLLEGE BIOLOGY I/ORGANISMAL BIO	3.00
BIOL 181L	COLLEGE BIOLOGY I/ORGANISMAL BIO LAB	1.00
BIOL 182	COLLEGE BIOLOGY II/CELLULAR BIOLOGY	3.00
BIOL 182L	COLLEGE BIOLOGY II/CELLULAR BIO LAB	1.00
BIOL 201	BOTANY	2.00
BIOL 201L	BOTANY LABORATORY	2.00
or		
BIOL 202	ZOOLOGY	2.00
BIOL 202L	ZOOLOGY LABORATORY	2.00
BIOL 350	MENDELIAN AND POPULATION GENETICS	2.00
BIOL 351	MOLECULAR BIOLOGY AND GENETICS	2.00
BIOL 206	INTRODUCTION TO MICROBIOLOGY	3.00
BIOL 206L	INTRODUCTION TO MICROBIOLOGY LAB	1.00
or		
BIOL 301	GENERAL MICROBIOLOGY	3.00
BIOL 301L	GENERAL MICROBIOLOGY LAB	2.00
One of the following sets of courses:		4.00
BIOL 223	HUMAN PHYSIOLOGY AND ANATOMY I	3.00
BIOL 223L	HUMAN PHYSIOLOGY AND ANATOMY I LAB	1.00
or		
BIOL 224	HUMAN PHYSIOLOGY AND ANATOMY II	3.00
BIOL 224L	HUMAN PHYSIOLOGY AND ANATOMY II LAB	1.00
or		
BIOL 414	VERTEBRATE PHYSIOLOGY	3.00
BIOL 414L	VERTEBRATE PHYSIOLOGY LAB	1.00
BIOL 352	EVOLUTIONARY BIOLOGY AND ECOLOGY	3.00
BIOL 378	LABORATORY IN TEACHING BIOLOGY	1.00
Upper Div. Field Elective		3
Upper Div. Elective & Lab		3.00
CHEM 121	GENERAL CHEMISTRY I	4.0
CHEM 121L	GENERAL CHEMISTRY LAB I	1.00
CHEM 122	GENERAL CHEMISTRY II	4.00
CHEM 122L	GENERAL CHEMISTRY LAB II	1.00
CHEM 211	INTRODUCTION TO ORGANIC CHEMISTRY	3.00
CHEM 211L	INTRO TO ORGANIC CHEMISTRY LAB	1
or		
CHEM 301	ORGANIC CHEMISTRY I	3.00
CHEM 301L	ORGANIC CHEMISTRY LAB I	2.00
GEOL 101	EARTH SCIENCE	3.00
GEOL 101L	EARTH SCIENCE LAB	1.00
MATH 221	APPLIED CALC: AN INTUITIVE APPROACH	
PHYS 201	PRINCIPLES OF PHYSICS I	3.0
PHYS 201L	PRINCIPLES OF PHYSICS LAB I	1.00
PHYS 202	PRINCIPLES OF PHYSICS II	3.00
PHYS 202L	PRINCIPLES OF PHYSICS II LAB	1.00
ENG 101	RHETORIC & WRITING I	3.0
ENG 102	RHETORIC & WRITING II	3.0
COMR 103	SPEAKING AND LISTENING	3.00
PSYC 151	HUMAN DEVELOPMENT	3.00
or PSYC 251	CHILDHOOD AND ADOLESCENCE	
ED 202	FOUNDATIONS OF EDUCATION	3.00

ED 520	EDUCATIONAL MEDIA AND TECHNOLOGY	3.00
ED 560	PROFESSIONAL DEVELOPMENT IN CURRICULUM AND INSTRUCTION	4.00
ED 512	TEACHING DIVERSE LEARNERS	3.0
ED 544	TEACHING SECONDARY SCIENCE	3.0
RDG 535	CONTENT AREA LITERACY	3.0
ED 485	CAPSTONE SEMINAR IN EDUCATION	1.00
ED 488	STUDENT TEACHING SECONDARY	12.00

Secondary Science - Chemistry, Certificate

This program leads to Colorado Teacher licensure in Secondary Science. It is for individuals who have completed a bachelor's degree from a regionally-accredited institution. It can be completed in conjunction with our M.Ed. program.

Goals

To prepare individuals for Colorado Teacher licensure in Secondary Science.

Specific Program Requirements

Students pursuing this certificate must meet all requirements of the Teacher Education Program.

Course	Title	Credits
BIOL 100	PRINCIPLES OF BIOLOGY	3.00
BIOL 100L	PRINCIPLES OF BIOLOGY LAB	1.00
BIOL 121	ENVIRONMENTAL CONSERVATION	3.00
BIOL 121L	ENVIRONMENTAL CONSERVATION LAB	1.00
CHEM 121	GENERAL CHEMISTRY I	4.0
CHEM 121L	GENERAL CHEMISTRY LAB I	1.00
CHEM 122	GENERAL CHEMISTRY II	4.00
CHEM 122L	GENERAL CHEMISTRY LAB II	1.00
CHEM 211	INTRODUCTION TO ORGANIC CHEMISTRY	3.00
CHEM 211L	INTRO TO ORGANIC CHEMISTRY LAB	1
or		
CHEM 301	ORGANIC CHEMISTRY I	3.00
CHEM 301L	ORGANIC CHEMISTRY LAB I	2.00
CHEM 311	BIOCHEMISTRY SURVEY	3.00
CHEM 317	QUANTITATIVE ANALYSIS	3.00
CHEM 317L	QUANTITATIVE ANALYSIS LAB	2.00
CHEM 321	PHYSICAL CHEMISTRY I	3.00
CHEM 419	INSTRUMENTAL ANALYSIS	3.00
CHEM 419L	INSTRUMENTAL ANALYSIS LAB	2.00
or		
CHEM 221	Inorganic Chemistry	3
CHEM 221L	Inorganic Chem Lab	1
GEOL 101	EARTH SCIENCE	3.00
GEOL 101L	EARTH SCIENCE LAB	1.00
MATH 126	CALCULUS AND ANALYTIC GEOMETRY I	5.00
MATH 224	CALCULUS AND ANALYTIC GEOMETRY II	5.00
PHYS 221	GENERAL PHYSICS I	4.00
PHYS 221L	GENERAL PHYSICS I LAB	1.00
PHYS 222	GENERAL PHYSICS II	4.00
PHYS 222L	GENERAL PHYSICS II LAB	1.00
ENG 101	RHETORIC & WRITING I	3.0
ENG 102	RHETORIC & WRITING II	3.0
COMR 103	SPEAKING AND LISTENING	3.00
PSYC 151	HUMAN DEVELOPMENT	3.00
or PSYC 251	CHILDHOOD AND ADOLESCENCE	
ED 202	FOUNDATIONS OF EDUCATION	3.00
ED 520	EDUCATIONAL MEDIA AND TECHNOLOGY	3.00
ED 560	PROFESSIONAL DEVELOPMENT IN CURRICULUM AND INSTRUCTION	4.00
ED 512	TEACHING DIVERSE LEARNERS	3.0
ED 544	TEACHING SECONDARY SCIENCE	3.0
RDG 535	CONTENT AREA LITERACY	3.0
ED 485	CAPSTONE SEMINAR IN EDUCATION	1.00
ED 488	STUDENT TEACHING SECONDARY	12.00

Secondary Science - Physical Science, Certificate

This program leads to Colorado Teacher licensure in Secondary Science. It is for individuals who have completed a bachelor's degree from a regionally-accredited institution. It can be completed in conjunction with our M.Ed. program.

Goals

To prepare individuals for Colorado Teacher licensure in Secondary Science.

Specific Program Requirements

Students pursuing this certificate must meet all requirements of the Teacher Education Program.

Course	Title	Credits
BIOL 100	PRINCIPLES OF BIOLOGY	3.00
BIOL 100L	PRINCIPLES OF BIOLOGY LAB	1.00
BIOL 121	ENVIRONMENTAL CONSERVATION	3.00
BIOL 121L	ENVIRONMENTAL CONSERVATION LAB	1.00
CHEM 121	GENERAL CHEMISTRY I	4.0
CHEM 121L	GENERAL CHEMISTRY LAB I	1.00
CHEM 122	GENERAL CHEMISTRY II	4.00
CHEM 122L	GENERAL CHEMISTRY LAB II	1.00
CHEM 211	INTRODUCTION TO ORGANIC CHEMISTRY	3.00
CHEM 211L	INTRO TO ORGANIC CHEMISTRY LAB	1
or		
CHEM 301	ORGANIC CHEMISTRY I	3.00
CHEM 301L	ORGANIC CHEMISTRY LAB I	2.00
CHEM 311	BIOCHEMISTRY SURVEY	3.00
CHEM 317	QUANTITATIVE ANALYSIS	3.00
CHEM 317L	QUANTITATIVE ANALYSIS LAB	2.00
CHEM 321	PHYSICAL CHEMISTRY I	3.00
CHEM 378	PRACTICUM IN LABORATORY INSTRUCTION	1.00
GEOL 101	EARTH SCIENCE	3.00
GEOL 101L	EARTH SCIENCE LAB	1.00

MATH 126	CALCULUS AND ANALYTIC GEOMETRY I	5.00
MATH 224	CALCULUS AND ANALYTIC GEOMETRY II	5.00
PHYS 110	ASTRONOMY	3.0
PHYS 140	LIGHT, ENERGY, & THE ATOM	3.0
PHYS 140L	LIGHT, ENERGY AND THE ATOM LAB	1.00
PHYS 221	GENERAL PHYSICS I	4.00
PHYS 221L	GENERAL PHYSICS I LAB	1.00
PHYS 222	GENERAL PHYSICS II	4.00
PHYS 222L	GENERAL PHYSICS II LAB	1.00
PHYS 323	GENERAL PHYSICS III	4.00
PHYS 323L	GENERAL PHYSICS III LAB	1.0
ENG 101	RHETORIC & WRITING I	3.0
ENG 102	RHETORIC & WRITING II	3.0
COMR 103	SPEAKING AND LISTENING	3.00
PSYC 151	HUMAN DEVELOPMENT	3.00
or PSYC 251	CHILDHOOD AND ADOLESCENCE	
ED 202	FOUNDATIONS OF EDUCATION	3.00
ED 520	EDUCATIONAL MEDIA AND TECHNOLOGY	3.00
ED 560	PROFESSIONAL DEVELOPMENT IN CURRICULUM AND INSTRUCTION	4.00
ED 512	TEACHING DIVERSE LEARNERS	3.0
ED 544	TEACHING SECONDARY SCIENCE	3.0
RDG 535	CONTENT AREA LITERACY	3.0
ED 485	CAPSTONE SEMINAR IN EDUCATION	1.00
ED 488	STUDENT TEACHING SECONDARY	12.00

Secondary Science - Physics, Certificate

This program leads to Colorado Teacher licensure in Secondary Science. It is for individuals who have completed a bachelor's degree from a regionally-accredited institution. It can be completed in conjunction with our M.Ed. program.

Goals

To prepare individuals for Colorado Teacher licensure in Secondary Science.

Specific Program Requirements

Students pursuing this certificate must meet all requirements of the Teacher Education Program.

Course	Title	Credits
BIOL 100	PRINCIPLES OF BIOLOGY	3.00
BIOL 100L	PRINCIPLES OF BIOLOGY LAB	1.00
BIOL 121	ENVIRONMENTAL CONSERVATION	3.00
BIOL 121L	ENVIRONMENTAL CONSERVATION LAB	1.00
CHEM 121	GENERAL CHEMISTRY I	4.0
CHEM 121L	GENERAL CHEMISTRY LAB I	1.00
CHEM 122	GENERAL CHEMISTRY II	4.00
CHEM 122L	GENERAL CHEMISTRY LAB II	1.00
GEOL 101	EARTH SCIENCE	3.00
GEOL 101L	EARTH SCIENCE LAB	1.00
MATH 126	CALCULUS AND ANALYTIC GEOMETRY I	5.00

MATH 224	CALCULUS AND ANALYTIC GEOMETRY II	5.00
PHYS 110	ASTRONOMY	3.0
PHYS 140	LIGHT, ENERGY, & THE ATOM	3.0
PHYS 140L	LIGHT, ENERGY AND THE ATOM LAB	1.00
PHYS 221	GENERAL PHYSICS I	4.00
PHYS 221L	GENERAL PHYSICS I LAB	1.00
PHYS 222	GENERAL PHYSICS II	4.00
PHYS 222L	GENERAL PHYSICS II LAB	1.00
PHYS 323	GENERAL PHYSICS III	4.00
PHYS 323L	GENERAL PHYSICS III LAB	1.0
PHYS 321	THERMODYNAMICS	3.00
PHYS 322	ADVANCED LABORATORY - THERMO	1.0
PHYS 341	OPTICS	3.00
PHYS 342	ADVANCED LABORATORY-OPTICS	1.0
PHYS 480	PRACTICUM IN LABORATORY INSTRUCTION	1.00
ENG 101	RHETORIC & WRITING I	3.0
ENG 102	RHETORIC & WRITING II	3.0
COMR 103	SPEAKING AND LISTENING	3.00
PSYC 151	HUMAN DEVELOPMENT	3.00
or PSYC 251	CHILDHOOD AND ADOLESCENCE	
ED 202	FOUNDATIONS OF EDUCATION	3.00
ED 520	EDUCATIONAL MEDIA AND TECHNOLOGY	3.00
ED 560	PROFESSIONAL DEVELOPMENT IN CURRICULUM AND INSTRUCTION	4.00
ED 512	TEACHING DIVERSE LEARNERS	3.0
ED 544	TEACHING SECONDARY SCIENCE	3.0
RDG 535	CONTENT AREA LITERACY	3.0
ED 485	CAPSTONE SEMINAR IN EDUCATION	1.00
ED 488	STUDENT TEACHING SECONDARY	12.00

Secondary Social Studies - History, Certificate

This program leads to Colorado Teacher licensure in Secondary Social Studies - History. It is for individuals who have completed a bachelor's degree from a regionally-accredited institution. It can be completed in conjunction with our M.Ed. program.

Goals

To prepare individuals for Colorado Teacher licensure in Secondary Social Studies - History.

Specific Program Requirements

Students pursuing this certificate must meet all requirements of the Teacher Education Program.

Course	Title	Credits
HIST 110	WORLD HISTORY TO 1500	3.00
HIST 111	WORLD HISTORY SINCE 1500	3.00
HIST 201	U.S. HISTORY I	3.00
HIST 202	U.S. HISTORY II	3.00
HIST 493	SEMINAR	3.00
History Electives		21

15 hours must be upper div.

6 hours must be non-U.S. History		
GEOG 101	PHYSICAL GEOGRAPHY	3.00
GEOG 103	WORLD REGIONAL GEOGRAPHY	3.00
POLS 101	AMERICAN NATIONAL POLITICS	3.0
POLS 102	STATE AND LOCAL GOVERNMENT	3.00
ECON 201	PRINCIPLES OF MACROECONOMICS	3.00
ENG 101	RHETORIC & WRITING I	3.0
ENG 102	RHETORIC & WRITING II	3.0
COMR 103	SPEAKING AND LISTENING	3.00
PSYC 151	HUMAN DEVELOPMENT	3.00
or PSYC 251	CHILDHOOD AND ADOLESCENCE	
ED 202	FOUNDATIONS OF EDUCATION	3.00
ED 520	EDUCATIONAL MEDIA AND TECHNOLOGY	3.00
ED 560	PROFESSIONAL DEVELOPMENT IN CURRICULUM AND INSTRUCTION	4.00
ED 512	TEACHING DIVERSE LEARNERS	3.0
ED 551	TEACHING SECONDARY SOCIAL STUDIES	3.0
RDG 535	CONTENT AREA LITERACY	3.0
ED 485	CAPSTONE SEMINAR IN EDUCATION	1.00
ED 488	STUDENT TEACHING SECONDARY	12.00

Secondary Social Studies - Political Science, Certificate

This program leads to Colorado Teacher licensure in Secondary Social Studies - Political Science. It is for individuals who have completed a bachelor's degree from a regionally-accredited institution. It can be completed in conjunction with our M.Ed. program.

Goals

To prepare individuals for Colorado Teacher licensure in Secondary Social Studies - Political Science.

Specific Program Requirements

Students pursuing this certificate must meet all requirements of the Teacher Education Program.

Course	Title	Credits
POLS 101	AMERICAN NATIONAL POLITICS	3.0
POLS 102	STATE AND LOCAL GOVERNMENT	3.00
POLS 201	INTERNATIONAL RELATIONS	3.00
POLS 202	COMPARATIVE POLITICS	3.00
POLS 250	POLITICAL ANALYSIS & METHODS I	3.0
POLS 370	WESTERN POLITICAL THOUGHT	3.00
POLS 493	SEMINAR	1.00
HIST 110	WORLD HISTORY TO 1500	3.00
HIST 111	WORLD HISTORY SINCE 1500	3.00
HIST 201	U.S. HISTORY I	3.00
HIST 202	U.S. HISTORY II	3.00
GEOG 101	PHYSICAL GEOGRAPHY	3.00
GEOG 103	WORLD REGIONAL GEOGRAPHY	3.00
ECON 201	PRINCIPLES OF MACROECONOMICS	3.00
ENG 101	RHETORIC & WRITING I	3.0
ENG 102	RHETORIC & WRITING II	3.0

COMR 103	SPEAKING AND LISTENING	3.00
PSYC 151	HUMAN DEVELOPMENT	3.00
or PSYC 251	CHILDHOOD AND ADOLESCENCE	
ED 202	FOUNDATIONS OF EDUCATION	3.00
ED 520	EDUCATIONAL MEDIA AND TECHNOLOGY	3.00
ED 560	PROFESSIONAL DEVELOPMENT IN CURRICULUM AND INSTRUCTION	4.00
ED 512	TEACHING DIVERSE LEARNERS	3.0
ED 551	TEACHING SECONDARY SOCIAL STUDIES	3.0
RDG 535	CONTENT AREA LITERACY	3.0
ED 485	CAPSTONE SEMINAR IN EDUCATION	1.00
ED 488	STUDENT TEACHING SECONDARY	12.00

School of Health Sciences & Human Movement

School of Health Sciences & Human Movement Vision and Mission

Our vision is to be the peoples' choice for Health Science and Human Movement degree programs through the delivery of innovative instruction to establish diverse professionals.

Our mission provides broad theory-based foundations which incorporate laboratory and field-based learning opportunities resulting in real-world experience, training, inter-professional education, and mentoring. Our diverse students develop skills that promote healthy lifestyles and fitness. Students graduate ready to seek employment or pursue advanced education in fields of health science, human movement, or related professions. Graduates are ethical and productive contributors to the health and well-being of their communities.

Program Goals

1. Provide coursework that prepares students to effectively work in careers with diverse populations and cultures, and that adequately prepares students for advanced education in a dynamically changing health science and human movement community.
2. Use relevant and best practice pedagogy, activities and assessments which connect students to the workforce/community.
3. Engage in the use of current technologies in preparing students for the health and human movement-related needs of the future.
4. Expose students to contemporary ethics and cultural issues they will encounter in the health science and human movement work force.

The School of Health Sciences & Human Movement Awards Four Degrees:

1. A Bachelor of Science degree in Exercise Science, Physical Education, and Recreation (EXPER). The BS in Exercise Science, Physical Education, and Recreation (EXPER) program includes four concentration of study:
    - General Exercise Science
    - Physical Education K-12 Teacher Preparation
    - Recreation
    - Strength & Conditioning
2. A Bachelor of Science degree in Health Science (HS). The BS in HS includes five concentration of study:
    - General Health Science
    - Health Coaching

- Pre-Athletic Training
- Pre-Nursing
- Public Health
3. A Bachelor of Applied Science in Health Science and Administration
   - This degree is designed for student who have earned an AAS or AGS in an allied health field and is delivered completely online through CSU Pueblo Extended Studies.
4. A Master of Science in Athletic Training
   - This degree can be complete as a 3+2 through the Pre-Athletic Training concentration or as a 2 year Master degree after earning a Bachelor degree.

General Requirements

All HSHM Majors are required to:

- Complete an EXPER or HS concentration of study with a cumulative GPA of 2.50 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.

EXPER Majors

The BS degree in EXPER 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 concentration is an excellent selection for students preparing for advanced study in fields such as exercise physiology, allied health, or sport administration.
- Graduates of the Physical Education K-12 Teacher Preparation concentration who also complete the Teacher Education program, and receive a passing score on the Colorado Department of Education PRAXIS. 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 concentration are prepared for careers in City and County Recreation Departments, YMCAs, Intramural Sports, Resort & Travel destinations, Outdoor Adventure, Wilderness Experiences, Youth Camps and Developmental Programs.
- Graduates of the Strength and Conditioning concentration 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.

EXPER Student Learning Outcomes

General Exercise Science, Physical Education, Strength and Conditioning 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 EXPER program to common professional problems in the fields of interest;
- Exhibit effective oral and written communication regarding subjects related to EXPER in an individual and group setting; and
- Apply and demonstrate knowledge, skills and critical problem solving in a field-based setting.

Assessment of EXPER Student/Program Outcomes

The student outcomes are measured and assessed through several techniques:

- End of program case study assessment and end of program examination;
- Internship, fieldwork and student teaching portfolios and projects;
- Internship, fieldwork and student teaching site supervisor evaluations;
- Student exit surveys; and
- Potential employer surveys and/or Advisory Committee
- End of program exams will be, or will be representative of, the professional certification exams in each concentration area. Case study questions will be developed by the faculty and EXPER Advisory Committee (made up of professionals in the EXPER 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.

EXPER Minors

Five minors are available in Exercise Science, Physical Education, and Recreation:

- The Exercise Science minor is available to all non-EXPER majors. This minor is ideal for other majors interested in Exercise Science or Strength and Conditioning.
- The Coaching minor is available to all students and is a great choice for students aspiring to coach.
- The Outdoor Education minor is for students who want to teach adventure education, outdoor skills and lead trips within the educational settings.
- The Recreation minor is available to all non-REC majors. The minor is ideal for those majoring in EXPER, 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.
- The Tourism Minor is idea for business, communications, or exercise science students who are interested in the expanding field of tourism.

EXPER 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 EXPER program to common professional problems in the fields of interest; and
- Exhibit effective oral and written communication regarding subjects related to EXPER in an individual and group setting.

Health Sciences (HS)

The Bachelor of Science in Health Science prepares students for jobs in public health, athletic training and other allied health careers and prepares students for admission to the undergraduate BSN degree, accelerated nursing program, Master in Athletic Training and graduate school at other institutions in a variety of health science related degree such as the Master of Science in Athletic Training, Master of Public Health, Master of Healthcare Administration, Master of Counseling, Master of Occupational Therapy, and Doctorate of Physical Therapy. This degree will allow students to earn credentials to move seamlessly into careers with clinics, academic institutions, laboratories, government and community and private agencies and professional sports teams.

HS Majors

The BS degree in Health Science prepares program graduates for professional positions in worksite, clinical, school, government and community settings.

- Graduates from the General Health Science concentration are prepared to work in a wide variety of health science settings and professional positions including home health care coordinator, health maintenance organization care coordinator, insurance company prevention coordinator, women, infant and children health worker, health navigator, and any number of other related careers.
- Graduates from the Health Coaching concentration are prepared to work in worksite health promotion programs, insurance prevention programs or in private practice as a health coach assisting clients with behavior change and disease prevention.
- Graduates from the Pre-Athletic Training concentration are prepared to enter a Master's degree in Athletic Training and/or work in the fitness or sports industry.
- Students in the Pre-Nursing concentration are prepared to apply for entrance into the basic Bachelor of Science in Nursing Program.
- Students in the Public Health concentration are prepared to work in a variety of public health positions in government and community settings. Public Health promotes and protects the health of people in the communities where they work, live and play through education, research, prevention initiatives, and policy change.

HS Student Learning Outcomes

1. Summarize and synthesize information relevant to assessing and improving population health and healthcare issues;
2. Exhibit the ability to read and interpret scientific research with application of the scientific methods, statistics, study design, and reporting in the health sciences;
3. Evaluate and integrate critical concepts and skills acquired in the health sciences curriculum to common professional problems in the health science fields of interest;

4. Exhibit effective oral and written communication as well as mass communication regarding subjects related to the health sciences in an individual and group setting;
5. Apply and demonstrate knowledge, skills and critical problem solving in a field-based and/or clinical setting;
6. Successfully enter into a health science related career or into a graduate or other healthcare program;

Assessment of HS Student/Program Outcomes

The student outcomes are measured and assessed through several techniques:

- Student samples of writing, communication, and project implementation.
- End of program case study assessment and end of program examination;
- Fieldwork and internship portfolios and projects;
- Fieldwork and internship site supervisor evaluations;
- Student exit surveys; and
- Potential employer surveys

End of program exams will be, or will be representative of, the professional certification exams in each concentration area including case study questions developed by the faculty and HS Advisory Committee (made up of professionals in the health sciences field). The end of program exams are completed during an appropriate field based course at the end of the course of study but before graduation. The HS 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.

HS Minors

Two minors are available in Health Sciences:

- The Public Health minor is available to students who are interested in working in disease prevention and community health. It is ideal for students majoring in EXPER, business, mass communications, psychology, sociology and math.
- The Health Coaching minor is available to students who are interested in expanding their knowledge of coaching individuals through health behavior change and is ideal for students majoring in Psychology, Sociology, Social Work, Communications and EXHPR.

HS 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 HS program to common professional problems in the fields of interest; and
- Exhibit effective oral and written communication regarding subjects related to HS in an individual and group setting.

Academic Programs

Athletic Training 3+2 Program, Bachelor of Science/Master of Science

Athletic trainers (ATs) are highly qualified, multi-skilled health care professionals who render service or treatment, under the direction of or in collaboration with a physician, in accordance with their education, training and the state's statutes, rules and regulations. As a part of the health care team, services provided by athletic trainers include primary care, injury and illness prevention, wellness promotion and education, emergent care, examination and clinical diagnosis, therapeutic intervention and rehabilitation of injuries and medical conditions. In order to seek certification a Master's degree must be completed.

Students who complete the 3+2 MS degree in Athletic Training will received a BS in Health Science and an MS in Athletic Training at the completion of the 3+2 curriculum. If the student does not complete the entire 3+2 curriculum they could receive the BS in Health Science with the Pre-Athletic Training concentration.

Colorado State University Pueblo is currently seeking accreditation for their new Masters in Athletic Training program and is not accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The institution will be submitting a self-study to begin this accreditation process on July 1, 2021. Submission of the self-study and completion of a site visit does not guarantee that the program will become accredited.   Students that graduate from the program prior to accreditation WILL NOT be eligible to sit for the credentialing examination for athletic trainers and will not be eligible for licensure in most states.

Students are strongly encouraged to work with the athletic training program, Board of Certification (BOC) and the applicable athletic training licensure board in the state they intend to pursue licensing to ensure all BOC certification and state licensure requirements will be satisfactorily met.

Athletic Training 3+2 Plan (BS/MS)

One feature of the MS in Athletic Training 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 must meet the requirements of both degrees.

Specific Admission Requirements

Documents Due with Application

- Cumulative undergraduate GPA = 3.0 at the end of junior year of the Health Sciences Pre-Athletic Training Emphasis
- Two letters of recommendation; one from a certified Athletic Trainer and one from an academic instructor.
- 50 observation hours with a certified and state credentialed Athletic Trainer.

Documents Due After Acceptance into the Program

- Physical Exam
- Immunization records
- TB test and completed TB form
- Completed technical standards form
- First Aid and CPR/AED for Professional Rescuer certification (or equivalent)

Specific Program Requirements

Student must have a cumulative undergraduate GPA = 3.0 at the end of junior year.

A maximum of 12 required graduate credits may be applied simultaneously to both the declared undergraduate and graduate degree programs*, except for programs requiring completion of more than 138 total hours.*

Course	Title	Credits
Required Major Courses		
HS 101	INTRODUCTION TO HEALTH PROFESSIONS	2
EPER 162	PERSONAL HEALTH	3.0
EPER 162L	PERSONAL HEALTH LAB	1.0
EPER 222	BEHAVIOR FACILITATION	3.0

AT 232	FIRST AID	2
AT 234	EMERGENCY CARE	2
AT 260	INJURY/ILLNESS CARE & PREVENTION	3
AT 301	PHYSICAL ASSESSMENT	3
EPER 320	NSCA TEST PREPARATION	3.0
AT 323	FUNCTIONAL EXERCISE TRAINING	2
EPER 343	RESEARCH AND STATISTICS	3.0
EPER 344	EXERCISE PHYSIOLOGY	3.0
EPER 344L	EXERCISE PHYSIOLOGY LAB	1.0
EPER 364	KINESIOLOGY	3.0
Outside the Major		
BIOL 100	PRINCIPLES OF BIOLOGY	3
BIOL 100L	PRINCIPLES OF BIOLOGY LAB	1
CHEM 111	PRINCIPLES OF CHEMISTRY [1]	3
CHEM 111L	PRINCIPLES OF CHEMISTRY LAB [1]	1
PHYS 201	PRINCIPLES OF PHYSICS I	3
PHYS 201L	PRINCIPLES OF PHYSICS LAB I	1
Other Required Courses		
CIS 104	INTRODUCTION TO EXCEL SPREADSHEETS	1
BIOL 112	NUTRITION	3
PSYC 205	INTRODUCTION TO SPORT PSYCHOLOGY	3.0
BIOL 220	MEDICAL TERMINOLOGY	2
COMR 103	SPEAKING AND LISTENING	3
MATH 156	INTRODUCTION TO STATISTICS	3
PSYC 151	HUMAN DEVELOPMENT	3.0
BIOL 223	HUMAN PHYSIOLOGY AND ANATOMY I	3
BIOL 223L	HUMAN PHYSIOLOGY AND ANATOMY I LAB	1
BIOL 224	HUMAN PHYSIOLOGY AND ANATOMY II	3
BIOL 224L	HUMAN PHYSIOLOGY AND ANATOMY II LAB	1
General Education: English		6
General Education: History		3
General Education: Humanities		6
General Education: Social Science		3
Total Credits		90

[1]   Students interested in Physical Therapy, Physician Assistant or Medical School should take CHEM 121 GENERAL CHEMISTRY I (4.0 c.h.) & CHEM 121L GENERAL CHEMISTRY LAB I (1.00 c.h.).

[2]   Students must have a Math placement score of 6 (at least a 24 ACT score or 580 SAT score in Math) to take MATH 156.

Course	Title	Credits
Year 1		
AT 501	FOUNDATIONS OF ATHLETIC TRAINING	3
AT 502	ANATOMY OF INJURY/ILLNESS	4
AT 503	FUNDAMENTALS OF PUBLIC HEALTH	1
AT 504	CONCEPTS OF THER INTERVENTIONS	1
AT 510	CLINICAL INTEGRATION I	2
AT 511	ASSESSMENT AND MANAGEMENT I	5
AT 513	PROFESSIONALISM AND ETHICS	1
AT 514	RESEARCH DESIGN	3
AT 520	CLINICAL INTEGRATION II	3
AT 521	ASSESSMENT AND MANAGEMENT II	5
AT 522	GENERAL MEDICAL AND PHARMACOLOGY	5
	Credits	33

Year 2		
AT 530	CLINICAL INTEGRATION III	2
AT 531	ASSESSMENT AND MANAGEMENT III	3
AT 532	PSYCHOLOGY AND SOCIAL ASPECTS	2
AT 533	FUNDAMENTALS OF EPIDEMIOLOGY	1
AT 540	CLINICAL INTEGRATION IV	4
AT 542	ADMINISTRATION IN ATHLETIC TRAINING	3
AT 545	APPLIED RESEARCH STATISTICS IN AT	3
AT 550	CLINICAL INTEGRATION V	5
AT 551	BOC TEST PREP	1
AT 592	RESEARCH	3
	Credits	27
	Total Credits	60

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Course	Title	Credits
Year 1		
Fall		
HS 101	Introduction to Health Professions	2
EPER 162 & 162L	Personal Health and Personal Health Lab	4
ENG 101	Rhetoric & Writing I (GT-CO1)	3
MATH 156 or MATH 120	Introduction to Statistics (GT-MA1) or Pre-Calculus Algebra (GT-MA1)	3
General Education		3
	Credits	15
Spring		
AT 232	First Aid	2
AT 260	Injury/Illness Care and Prevention	3
BIOL 112	Nutrition	3
ENG 102	Rhetoric & Writing II (GT-CO2)	3
BIOL 100 & 100L or BIOL 206/206L	Principles of Biology (GT-SC2) or Introduction to Microbiology	4
	Credits	15
Year 2		
Fall		
AT 234	Emergency Care	2
BIOL 223 & 223L	Human Physiology and Anatomy I (GT-SC2) and Human Physiology and Anatomy I Lab (GT-SC1)	4
EPER 222	Behavior Facilitation	3
PSYC 151	Human Development (GT-SS3)	3
General Education		3
	Credits	15
Spring		
BIOL 224 & 224L	Human Physiology and Anatomy II (GT-SC2) and Human Physiology and Anatomy II Lab (GT-SC1)	4
CIS 104	Introduction to Excel Spreadsheets	1
COMR 103	Speaking and Listening	3
General Education		6
	Credits	14

Year 3
Fall

AT 301	Physical Assessment	3
CHEM 111 & 111L	Principles of Chemistry (GT-SC2) and Principles of Chemistry Lab (GT-SC1)	4
EPER 364	Kinesiology	3
EPER 343	Research and Statistics	3
PSYC 205	Introduction to Sport Psychology	3
	Credits	16

Spring

AT 323	Functional Exercise Training	2
BIOL 220	Medical Terminology	2
EPER 320	NSCA Test Preparation	3
EPER 344 & 344L	Exercise Physiology and Exercise Physiology Lab	4
PHYS 201 & 201L	Principles of Physics I (GT-SC2) and Principles of Physics Lab I (GT-SC1)	4
	Credits	15
	Total Credits	90

Athletic Training, Master of Science

Athletic trainers (ATs) are highly qualified, multi-skilled health care professionals who render service or treatment, under the direction of or in collaboration with a physician, in accordance with their education, training and the state's statutes, rules and regulations. As a part of the health care team, services provided by athletic trainers include primary care, injury and illness prevention, wellness promotion and education, emergent care, examination and clinical diagnosis, therapeutic intervention and rehabilitation of injuries and medical conditions. Students must complete at Master in Athletic Training to sit for certification.

Colorado State University Pueblo is currently seeking accreditation for their new Masters in Athletic Training program and is not accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The institution will be submitting a self-study to begin this accreditation process on July 1, 2021. Submission of the self-study and completion of a site visit does not guarantee that the program will become accredited. Students that graduate from the program prior to accreditation WILL NOT be eligible to sit for the credentialing examination for athletic trainers and will not be eligible for licensure in most states.

Students are strongly encouraged to work with the athletic training program, Board of Certification (BOC) and the applicable athletic training licensure board in the state they intend to pursue licensing to ensure all BOC certification and state licensure requirements will be satisfactorily met.

Specific Admission Requirements

Students with a bachelor's degree and that have completed the required prerequisites for the MS in Athletic Training Program may make application to the program.

Documents Due with Application

- Cumulative undergraduate GPA = 3.0
- Two letters of recommendation; one from a certified Athletic Trainer and one from an academic instructor.
- 50 observation hours with a certified and state credentialed Athletic Trainer.

Documents Due After Acceptance into the Program

- Physical Exam
- Immunization records
- TB test and completed TB form
- Completed technical standards form
- First Aid and CPR/AED for Professional Rescuer certification (or equivalent)

Prerequisite courses with a grade of C or better:

- Anatomy & Physiology I & II with Labs (8 credits)[1]
- General College Biology with Lab (4 credits)
- Chemistry with Lab (4 credits)
- Physics with Lab (4 credits)
- Nutrition (3 credits)
- Exercise Physiology with lab (4 credits)
- Kinesiology (3 credits)
- Human Development (3 credits)
- Sports Psychology (3 credits)
- College Algebra or Statistics (3-4 credits)
- Applied Statistics (3 credits)
- Personal Health (3 credits)
- Care and Prevention of Athletic Injuries (3 credits)
- Medical Terminology (2 credits)

[1]   Separate Anatomy with lab (4 credits) and Physiology with lab (4 credits) will be acceptable

Specific Program Requirements

Course	Title	Credits
Year 1		
AT 501	FOUNDATIONS OF ATHLETIC TRAINING	3
AT 502	ANATOMY OF INJURY/ILLNESS	4
AT 503	FUNDAMENTALS OF PUBLIC HEALTH	1
AT 504	CONCEPTS OF THER INTERVENTIONS	1
AT 510	CLINICAL INTEGRATION I	2
AT 511	ASSESSMENT AND MANAGEMENT I	5
AT 513	PROFESSIONALISM AND ETHICS	1
AT 514	RESEARCH DESIGN	3
AT 520	CLINICAL INTEGRATION II	3
AT 521	ASSESSMENT AND MANAGEMENT II	5
AT 522	GENERAL MEDICAL AND PHARMACOLOGY	5
	Credits	33
Year 2		
AT 530	CLINICAL INTEGRATION III	2
AT 531	ASSESSMENT AND MANAGEMENT III	3
AT 532	PSYCHOLOGY AND SOCIAL ASPECTS	2
AT 533	FUNDAMENTALS OF EPIDEMIOLOGY	1
AT 540	CLINICAL INTEGRATION IV	4
AT 542	ADMINISTRATION IN ATHLETIC TRAINING	3
AT 545	APPLIED RESEARCH STATISTICS IN AT	3
AT 550	CLINICAL INTEGRATION V	5
AT 551	BOC TEST PREP	1
AT 592	RESEARCH	3
	Credits	27
	Total Credits	60

Coaching, Minor

The coaching minor is available to students from all majors and is a great choice for students aspiring to coach individual and team sports.

Specific Program Requirements

Course	Title	Credits
BIOL 112	NUTRITION	3
PSYC 205	INTRODUCTION TO SPORT PSYCHOLOGY	3.0
AT 260	INJURY/ILLNESS CARE AND PREVENTION	3
EPER 301	PERFORMANCE VIDEO ANALYSIS	1.0
EPER 310L	ADV METHODS STRENGTH & CONDITIONING	2.0
EPER 432	APPLIED SPORT & EXERCISE PSYCHOLOGY	3.0
EPER 470	METHODS OF COACHING	3.0
EPER	Must be Methods of Coaching course(s) AND/OR EPER 494	2
Total Credits		20

Exercise Science, Minor

The exercise science minor is available to all non-EXPER majors. This minor is ideal for other majors interested in exercise science or strength & conditioning.

Specific Program Requirements

- 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 EXPER program to common professional problems in the fields of interest; and
- Exhibit effective oral and written communication regarding subjects related to EXPER in an individual and group setting.

(for Non-EXPER Majors)

Course	Title	Credits
Required Courses		
EPER 101	INTRO TO EXPER	2.0
BIOL 112	NUTRITION	3
EPER 162	PERSONAL HEALTH	3.0
EPER 162L	PERSONAL HEALTH LAB	1.0
EPER 300 or Higher Level	Select 9 credits of Student Electives	9
Select 2 credits of Exercise Science and Health Promotion Electives (see below)		2
Total Credits		20

[1] Students pursuing the WEA Outdoor Leadership Certification must enroll in REC 102 MOUNTAIN ORIENTATION (2.00 c.h.) and complete additional leading experiences as per the certification requirements.

Exercise Science Electives

Course	Title	Credits
EPER 102	MOUNTAIN ORIENTATION	2.0
EPER 103	WINTER ORIENTATION	2.0
EPER 104	DESERT ORIENTATION	2.0
EPER 106L	MARTIAL ARTS AND SELF-DEFENSE	1.0
EPER 126L	PERSONAL FITNESS	1.0
EPER 108L	YOGA	1.0
EPER 109L	VOLLEYBALL	1.0
EPER 110L	WEIGHT TRAINING	1.0
EPER 112L	ROCK CLIMBING	1.0
EPER 113L	WHITEWATER BOATING	1.0
EPER 114L	BASIC MOUNTAINEERING TECHNIQUES	1.0
EPER 116L	CAMPING	1.0
EPER 117L	BACKPACKING	1.0
EPER 118L	FLY FISHING	1.0
EPER 120L	INTRODUCTION TO SEARCH AND RESCUE	1.0
EPER 119L	WALKING FOR FITNESS	1.0
EPER 123L	ZUMBA	1.0
EPER 174L	TENNIS	1.0
EPER 128L	AEROBICS	1.0
EPER 175L	RACQUETBALL	1.0
EPER 176L	LIFE GUARD TRAINING	2.0
EPER 205L	SNOW SPORTS II	1.0
EPER 208L	YOGA II	1.0

Exercise Science, Physical Education, & Recreation: General Exercise Science Concentration, Bachelor of Science

The BS degree in EXPER 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 concentration is an excellent selection for students preparing for advanced study in fields such as exercise physiology, allied health, or sport administration.

Exercise Science, Physical Education, and Recreation students will:

1. Possess content knowledge and skills necessary for their perspective fields of study.
2. Exhibit the ability to read and interpret scientific research with application of the scientific methods, statistics, study design, and reporting.
3. Evaluate and integrate critical concepts and skills acquired in the EXPER program to common professional problems in the fields of interest.
4. Exhibit effective oral and written communication regarding subjects related to EXPER in individual and group settings.

5. Apply and demonstrate knowledge, skills, and critical problem solving in a field-based setting.

Specific Program Requirements
Specific Core Requirements

Course	Title	Credits
EPER 101	INTRO TO EXPER	2.0
BIOL 112	NUTRITION	3
EPER 162	PERSONAL HEALTH	3.0
EPER 162L	PERSONAL HEALTH LAB	1.0
EPER 222	BEHAVIOR FACILITATION	3.0
AT 232	FIRST AID	2
EPER 343	RESEARCH AND STATISTICS	3.0
EPER 344	EXERCISE PHYSIOLOGY	3.0
EPER 344L	EXERCISE PHYSIOLOGY LAB	1.0
EPER 364	KINESIOLOGY	3.0
EPER 461	MANAGING PROGRAMS IN EXHPR	3.0
Total Credits		27

Specific Concentration Requirements

Course	Title	Credits
Required EXPE Core Courses		
EXPE Core Courses		27
Required Concentration Courses		
EPER 201	DRUGS AND HEALTHY LIFESTYLES	3.0
AT 260	INJURY/ILLNESS CARE & PREVENTION	3
EPER 436	EXERCISE ASSESSMENT	3.0
EPER 494	FIELD EXPERIENCE	6
or EPER 498	INTERNSHIP	
Major Elective Courses		
Select 19 upper division credits (see below)		19
Other Required Courses		
BIOL 223	HUMAN PHYSIOLOGY AND ANATOMY I	3
BIOL 223L	HUMAN PHYSIOLOGY AND ANATOMY I LAB	1
BIOL 224	HUMAN PHYSIOLOGY AND ANATOMY II	3
BIOL 224L	HUMAN PHYSIOLOGY AND ANATOMY II LAB	1
CIS 100	INTRODUCTION TO WORD	1
CIS 103	INTRODUCTION TO POWERPOINT	1
CIS 104	INTRODUCTION TO EXCEL SPREADSHEETS	1
COMR 103	SPEAKING AND LISTENING	3
MATH 101	INTRODUCTORY COLLEGE MATHEMATICS	3.0
PSYC 151	HUMAN DEVELOPMENT	3.0
General Education: English		6
General Education: History		3
General Education: Humanities		6
General Education: Social Science		3
Electives and/or Minor		
Select 21 credit hours [2]		21
Total Credits		120

[1]   The choice of Internship or Fieldwork in the above area will determine the hours in area below.

[2]   Must include 8 upper division hours if 19 were taken in concentration.

Electives

Course	Title	Credits
EPER 100L	WILDERNESS TECHNICAL SKILLS	1.0
EPER 102	MOUNTAIN ORIENTATION	2.0
EPER 103	WINTER ORIENTATION	2.0
EPER 104	DESERT ORIENTATION	2.0
EPER 105	CANYON ORIENTATION	2.0
EPER 107L	TRIATHLON	1.0
EPER 126L	PERSONAL FITNESS	1.0
EPER 125L	SNOW SPORTS	1.0
EPER 106L	MARTIAL ARTS AND SELF-DEFENSE	1.0
EPER 108L	YOGA	1.0
EPER 109L	VOLLEYBALL	1.0
EPER 110L	WEIGHT TRAINING	1.0
EPER 111	COMMITMENT TO ACADEMIC EXCELLENCE	1.0
EPER 112L	ROCK CLIMBING	1.0
EPER 113L	WHITEWATER BOATING	1.0
EPER 114L	BASIC MOUNTAINEERING TECHNIQUES	1.0
EPER 116L	CAMPING	1.0
EPER 117L	BACKPACKING	1.0
EPER 118L	FLY FISHING	1.0
EPER 120L	INTRODUCTION TO SEARCH AND RESCUE	1.0
EPER 118L	FLY FISHING	1.0
EPER 128L	AEROBICS	1.0
EPER 123L	ZUMBA	1.0
EPER 124L	TAI CHI	1.0
EPER 175L	RACQUETBALL	1.0
EPER 176L	LIFE GUARD TRAINING	2.0
PSYC 205	INTRODUCTION TO SPORT PSYCHOLOGY	3.0
EPER 205L	SNOW SPORTS II	1.0
EPER 208L	YOGA II	1.0
HS 230	FOUNDATIONS OF PUBLIC HEALTH	3
EPER 233	HISTORY & PRINCIPLES OF PHYSICAL EDUCATION & REC	2.0
EPER 240	RECREATION PROGRAM DESIGN	3.0
EPER 243	METHODS OF RHYTHMIC ACTIVITIES	2.0
EPER 245	MOTOR LEARNING AND DEVELOPMENT	3.0
EPER 249	CHALLENGE COURSE LEADERSHIP	2.0
EPER 270	OUTDOOR LEADERSHIP I	2.0
EPER 301	PERFORMANCE VIDEO ANALYSIS	1.0
EPER 310L	ADV METHODS STRENGTH & CONDITIONING	2.0
EPER 320	NSCA TEST PREPARATION	3.0
EPER 322	WILDERNESS FIRST AID	2.0
AT 323	FUNCTIONAL EXERCISE TRAINING	2
HS 330	EPIDEMIOLOGY AND DISEASE PREVENTION	3
EPER 345	METHODS OF PHYSICAL ACTIVITIES & GAMES I	2.0
EPER 346	METHODS PHYSICAL ACTIVITIES & GAMES II	2.0
EPER 347	METHODS OF FITNESS INSTRUCTION	1.0
EPER 348	METHODS OF INDIVIDUAL AND DUAL SPORTS	3.0
EPER 350	LEADERSHIP AND ETHICS	3.0

EPER 360	OUTDOOR EDUCATION	3.0
EPER 375	RESEARCH AND EVALUATION OF RECREATION	3.0
EPER 432	APPLIED SPORT & EXERCISE PSYCHOLOGY	3.0
EPER 440	BIOMECHANICS	3.0
EPER 464	ADAPTED PHYSICAL EDUCATION	3.0
EPER 469	COACHING/OFFICIATING TRACK & FIELD	2.0
EPER 470	METHODS OF COACHING	3.0
EPER 472	COACHING AND OFFICIATING BASKETBALL	2.0
EPER 475	COACHING AND OFFICIATING VOLLEYBALL	2.0
EPER 482	COACHING AND OFFICIATING WRESTLING	2.0
EPER 483	COACHING AND OFFICIATING BASEBALL	2.0
EPER 484	OUTDOOR RESOURCES & MANAGEMENT	3.0
EPER 485	RECREATION FACILITY DESIGN/MANAGEMENT	3.0
EPER 492	RESEARCH	1-6

Specific Graduation Requirements

All HSHM Majors are required to:

- Complete a concentration of study with a cumulative GPA of 2.50 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;
- Earn a cumulative GPA of 2.0 or higher in required English and speech communication courses;
- Earn at least 120 credit hours with at least 40 upper division credits;
- Successfully complete an internship or field experience course; and
- Submit a graduation contract by the deadline the semester of graduation.

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Course	Title	Credits
Year 1		
Fall		
EPER 101	Intro to EXPER	2
EPER 162 & 162L	Personal Health and Personal Health Lab	4
ENG 101	Rhetoric & Writing I (GT-CO1)	3
PSYC 151	Human Development (GT-SS3)	3
Elective Must be EPER lower division.		2
	Credits	14
Spring		
AT 260	Injury/Illness Care and Prevention	3
BIOL 112	Nutrition	3
CIS 100	Introduction to Word	1
CIS 103	Introduction to PowerPoint	1
CIS 104	Introduction to Excel Spreadsheets	1
ENG 102	Rhetoric & Writing II (GT-CO2)	3
Elective Must be EPER lower division.		2
	Credits	14
Year 2		
Fall		
BIOL 223	Human Physiology and Anatomy I (GT-SC2)	3
BIOL 223L	Human Physiology and Anatomy I Lab (GT-SC1)	1
COMR 103	Speaking and Listening	3
EPER 201	Drugs and Healthy Lifestyles	3
EPER 222	Behavior Facilitation	3
Elective Must be EPER lower division.		1
	Credits	14
Spring		
AT 232	First Aid	2
BIOL 224	Human Physiology and Anatomy II (GT-SC2)	3
BIOL 224L	Human Physiology and Anatomy II Lab (GT-SC1)	1
MATH 101	Introductory College Mathematics (GT-MA1)	3
General Education		3
Elective Must be EPER lower division.		2
	Credits	14
Year 3		
Fall		
EPER 343	Research and Statistics	3
General Education		6
Elective Must be EPER lower division.		1
Elective or Minor		5
	Credits	15
Spring		
EPER 364	Kinesiology	3
General Education		3
Elective Must be EPER lower division.		1
Elective Must be EPER upper division.		4
Elective or Minor		3
	Credits	14
Year 4		
Fall		
EPER 344	Exercise Physiology	3
EPER 344L	Exercise Physiology Lab	1
Elective Must be EPER upper division.		6
Elective or Minor		5
	Credits	15
Spring		
EPER 436	Exercise Assessment	3
EPER 461	Managing Programs in EXHPR	3
Elective or Minor Must be upper division.		8
	Credits	14
Summer		
EPER 494	Field Experience	6
	Credits	6
	Total Credits	120

Exercise Science, Physical Education, & Recreation: Physical Education K-12 Teacher Preparation Concentration, Bachelor of Science

The BS degree in EXPER prepares program graduates for professional positions in worksite, clinical, school, fitness government, and community settings.

- Graduates of the Physical Education K-12 Teacher Preparation concentration who also complete the Teacher Education program, and receive a passing score on the Colorado Department of Education PRAXIS 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 and will be certified Kindergarten to 12th grade for Physical Education.

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 (4 c.h.). 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 Rhetoric & Writing I (3 c.h.) and ENG 102 Rhetoric & Writing II (3 c.h.) 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[1]. For students pursuing elementary or early childhood education, admission can happen by either[1]:
   a. completion of MATH 109 Mathematical Explorations (3 c.h.) with a B- or better or
   b. completion of two of the following courses with a C or better: MATH 109 Mathematical Explorations (3 c.h.), MATH 156 Introduction to Statistics (3 c.h.), MATH 360 Elementary Mathematics Concepts I (3 c.h.), MATH 361 Elementary Mathematics Concepts II (3 c.h.)
4. Completion of COMR 103 Speaking and Listening (3 c.h.) with a grade of B- or better. Students completing COMR 103 Speaking and Listening (3 c.h.) with a C or C+, or degree plus students may complete this competency through the Oral Proficiency Exam.
5. Completion of ED 301 Frameworks of Teaching (4 c.h.) with a grade of C or better.
6. Completion of a formal, standardized test during ED 301 Frameworks of Teaching (4 c.h.) 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:
   a. transcripts and official documents demonstrating students performance in University classes,
   b. materials developed in University classes which demonstrate proficiency on specific education standards,
   c. recommendations and evaluations from teachers,
   d. materials used in field experiences and videos of teaching,
   e. personal reflections and summaries about progress, and
   f. 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).

Student Learning Outcomes

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 completing a major in EXPER with an concentration in Physical Education K-12 Teacher Preparation are required to complete a minor in education and meet all other requirements outlined by the Teacher Education Program.

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:
  a. Rhythmic Activities,
  b. Tumbling,
  c. Individual Sports,
  d. Dual Sports,
  e. Team Sports,
  f. Fitness Education,
  g. Adventure education, and
  h. Team Sports.

Exercise Science, 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 EXPER program to common professional problems in the fields of interest;
- Exhibit effective oral and written communication regarding subjects related to EXPER in individual and group setting.

- Apply and demonstrate knowledge, skills and critical problem solving in a field-based setting.

Student Learning Outcomes for emphasis areas can be found on the EXPER curriculum maps.

Specific Program Requirements
Specific Core Requirements

Course	Title	Credits
EPER 101	INTRO TO EXPER	2.0
BIOL 112	NUTRITION	3
EPER 162	PERSONAL HEALTH	3.0
EPER 162L	PERSONAL HEALTH LAB	1.0
EPER 222	BEHAVIOR FACILITATION	3.0
AT 232	FIRST AID	2
EPER 343	RESEARCH AND STATISTICS	3.0
EPER 344	EXERCISE PHYSIOLOGY	3.0
EPER 344L	EXERCISE PHYSIOLOGY LAB	1.0
EPER 364	KINESIOLOGY	3.0
EPER 461	MANAGING PROGRAMS IN EXHPR	3.0
Total Credits		27

Specific Concentration Requirements

Course	Title	Credits
Required EPER Core Courses		
EPER Core Courses		21
Required Concentration Courses		
AT 260	INJURY/ILLNESS CARE & PREVENTION	3
AT 323	FUNCTIONAL EXERCISE TRAINING	2
EPER 233	HISTORY & PRINCIPLES OF PHYSICAL EDUCATION & REC	2
EPER 243	METHODS OF RHYTHMIC ACTIVITIES	2
EPER 245	MOTOR LEARNING AND DEVELOPMENT	3
EPER 345	METHODS OF PHYSICAL ACTIVITIES & GAMES I	2
EPER 346	METHODS PHYSICAL ACTIVITIES & GAMES II	2
EPER 347	METHODS OF FITNESS INSTRUCTION	1
EPER 348	METHODS OF INDIVIDUAL AND DUAL SPORTS	3
EPER 349	METHODS OF OUTDOOR PE & SUSTAINABILITY	2
EPER 351	METHODS OF TEACHING ELEM PHYSICAL ED	3
EPER 362	METHODS OF HEALTH EDUCATION	2
EPER 470	METHODS OF COACHING	3
EPER 478	METHODS OF SECONDARY PHYSICAL EDUCATION	3
Select 1 course from the Group A Electives (see below)		1
Select 1 credit from the following:		1
EPER 146L	BEGINNING SWIMMING	1
EPER 176L	LIFE GUARD TRAINING	2
EPER 246L	METHODS OF SWIMMING	1
EPER 276L	WATER SAFETY INSTRUCTOR CERTIFICATION	2
Other Required Courses		
BIOL 223	HUMAN PHYSIOLOGY AND ANATOMY I	3
BIOL 223L	HUMAN PHYSIOLOGY AND ANATOMY I LAB	1
COMR 103	SPEAKING AND LISTENING	3
MATH 101	INTRODUCTORY COLLEGE MATHEMATICS	3

	Credits
Education Minor Courses (Below)	33
General Education: English	6
General Education: History	3
General Education: Humanities	6
General Education: Social Science [1]	3
Total Credits	123

[1] Providing either PSYC 151 HUMAN DEVELOPMENT (3.0 c.h.) or PSYC 251 CHILDHOOD AND ADOLESCENCE (3.0 c.h.) in Education minor courses.

Electives

Course	Title	Credits
EPER 106L	MARTIAL ARTS AND SELF-DEFENSE	1.0
EPER 107L	TRIATHLON	1.0
EPER 108L	YOGA	1.0
EPER 109L	VOLLEYBALL	1.0
EPER 110L	WEIGHT TRAINING	1.0
EPER 119L	WALKING FOR FITNESS	1.0
EPER 121L	AEROBICS INSTRUCTOR TRAINING	1.0
EPER 123L	ZUMBA	1.0
EPER 124L	TAI CHI	1.0
EPER 125L	SNOW SPORTS	1.0
EPER 126L	PERSONAL FITNESS	1.0
EPER 127L	JOGGING	1.0
EPER 128L	AEROBICS	1.0
EPER 174L	TENNIS	1.0
EPER 175L	RACQUETBALL	1.0
EPER 208L	YOGA II	1.0
EPER 102	MOUNTAIN ORIENTATION	2.0
EPER 104	DESERT ORIENTATION	2.0
EPER 105	CANYON ORIENTATION	2.0
EPER 112L	ROCK CLIMBING	1.0
EPER 113L	WHITEWATER BOATING	1.0
EPER 114L	BASIC MOUNTAINEERING TECHNIQUES	1.0
EPER 116L	CAMPING	1.0
EPER 117L	BACKPACKING	1.0
EPER 118L	FLY FISHING	1.0
EPER 120L	INTRODUCTION TO SEARCH AND RESCUE	1.0
EPER 249	CHALLENGE COURSE LEADERSHIP	2.0

Specific Requirements for Secondary & K-12 Education/Minor
The student must complete an appropriate major and the following Education courses:

Course	Title	Credits
Select one of the following:		
PSYC 151	HUMAN DEVELOPMENT [1]	3
or PSYC 251	CHILDHOOD AND ADOLESCENCE	
or PSYC 342	EDUCATIONAL PSYCHOLOGY	
ED 202	FOUNDATIONS OF EDUCATION	3
ED 280	EDUCATIONAL MEDIA AND TECHNOLOGY [2]	3

ED 301	FRAMEWORKS OF TEACHING (Admission to Education is completed in this course)	4
RDG 435	CONTENT AREA LITERACY [3, 5]	4
Special Methods in Education Areas (Prerequisites - Admission to Education) [5, 6]		4
ED 412	TEACHING DIVERSE LEARNERS [4, 5]	3
ED 485	CAPSTONE SEMINAR IN EDUCATION	1
ED 488	STUDENT TEACHING SECONDARY	12
or ED 489	STUDENT TEACHING K-12	
Total Credits [3]		37-40

[1] Music students may take PSYC 151 HUMAN DEVELOPMENT (3.0 c.h.) or PSYC 251 CHILDHOOD AND ADOLESCENCE (3.0 c.h.).

[2] Music Education students may complete MUS 103 MUSIC AND COMPUTER TECHNOLOGY I (1.00 c.h.) and MUS 306 TECHNOLOGY FOR MUSIC EDUCATORS (2.00 c.h.) for ED 280 EDUCATIONAL MEDIA AND TECHNOLOGY (3.00 c.h.).

[3] English/Language Arts student must also complete RDG 355 LINGUISTICS FOR EDUCATORS (3.0 c.h.)

[4] Physical Education students may complete EPER 465 ADAPTED PHYSICAL EDUCATION (3.0 c.h.) or ED 412 TEACHING DIVERSE LEARNERS (3.00 c.h.).

[5] GPA of 2.6 required

[6] English/Language Arts student must also complete ED 447 TEACHING ENGLISH IN SECONDARY SCHOOLS (4.00 c.h.)

EXPER Physical Education K-12 Students are required to:

- Complete a concentration of study with a cumulative GPA of 2.60 or higher;
- Complete a minor in Education with a C or better in each course;
- Complete MATH 101 with at least a C or better;
- Complete a satisfactory background check with the Colorado Bureau of Investigation;
- Complete an education portfolio.
- Successfully pass the Physical Education PRAXIS exam and student teaching;
- 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.
- Earn at least 123 credit hours with at least 40 upper division credits.
- Successfully complete an internship or field experience course.
- Submit a graduation contract by the deadline the semester of graduation.

See the School of Education Webpage for a full explanation of the above criteria.

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Note: Students completing a major in EXPER with a concentration in Physical Education K-12 Teacher Preparation are required to complete a minor in Education and meet all other requirements outlined by the Teacher Education Program.

*COMR 103 is required for admission into Teacher Education Program.

Course	Title	Credits
Year 1		
Fall		
BIOL 112	Nutrition	3
COMR 103	Speaking and Listening	3
ENG 101	Rhetoric & Writing I (GT-CO1)	3
EPER 101	Intro to EXPER	2
General Education		3
Elective Must be one of the following: EPER 102, 103, 104, 105,106L, 108L, 109L, 110L, 119L, 120L, 121L, 123L, 124L, 125L, 127L, 128L, 174L, 175L, 205L, 208L, 249		1
	Credits	15
Spring		
ED 202	Foundations of Education	3
ENG 102	Rhetoric & Writing II (GT-CO2)	3
EPER 162	Personal Health	3
EPER 162L	Personal Health Lab	1
PSYC 151	Human Development (GT-SS3)	3
General Education		3
	Credits	16
Year 2		
Fall		
AT 232	First Aid	2
AT 260	Injury/Illness Care and Prevention	3
BIOL 223	Human Physiology and Anatomy I (GT-SC2)	3
BIOL 223L	Human Physiology and Anatomy I Lab (GT-SC1)	1
EPER 233	History & Principles of Physical Education & Rec	2
MATH 101	Introductory College Mathematics (GT-MA1)	3
Elective Must be one of the following: EPER 146L, 176L, 246L, 276L		1
	Credits	15
Spring		
ED 280	Educational Media and Technology	3
ED 301	Frameworks of Teaching	4
EPER 243	Methods of Rhythmic Activities	2
EPER 245	Motor Learning and Development	3
EPER 343	Research and Statistics	3
EPER 347	Methods of Fitness Instruction	1
	Credits	16
Year 3		
Fall		
EPER 222	Behavior Facilitation	3
EPER 344	Exercise Physiology	3
EPER 344L	Exercise Physiology Lab	1
EPER 345	Methods of Physical Activities & Games I	2
EPER 470	Methods of Coaching	3
RDG 435	Content Area Literacy	4
	Credits	16
Spring		
EPER 346	Methods Physical Activities & Games II	2
EPER 364	Kinesiology	3
EPER 461	Managing Programs in EXHPR	3
EPER 465	Adapted Physical Education	3

EPER 349	Methods of Outdoor PE & Sustainability	2
General Education		3
	Credits	16
Year 4		
Fall		
AT 323	Functional Exercise Training	2
EPER 348	Methods of Individual and Dual Sports	3
EPER 351	Methods of Teaching Elem Physical ED	3
EPER 362		2
EPER 478	Methods of Secondary Physical Education	3
General Education		3
	Credits	16
Spring		
ED 485	Capstone Seminar in Education	1
ED 489	Student Teaching K-12	12
	Credits	13
	Total Credits	123

Exercise Science, Physical Education, & Recreation: Recreation Concentration, Bachelor of Science

The Recreation Concentration offers two areas to choose from:

- Outdoor Leadership & Wilderness Education
- Recreation Management

Completion of the Recreation concentration prepares graduates to work in positions of leadership in a variety of recreational service agencies in the community and outdoors. 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 area are eligible to sit for the Certified Park and Recreation Professional (CPRP). Students who participate in the Outdoor Leadership and Wilderness Education area 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.

Exercise Science, Physical Education, and Recreation students will:

1. Possess content knowledge and skills necessary for their perspective fields of study.
2. Exhibit the ability to read and interpret scientific research with application of the scientific methods, statistics, study design, and reporting;
3. Evaluate and integrate critical concepts and skills acquired in the EXPER program to common professional problems in the fields of interest;
4. Exhibit effective oral and written communication regarding subjects related to EXPER in individual and group setting.
5. Apply and demonstrate knowledge, skills and critical problem solving in a field-based setting.

Student Learning Outcomes for emphasis areas can be found on the EXPER curriculum maps.

Specific Program Requirements

Course	Title	Credits
EPER 101	INTRO TO EXPER	2.0
EPER 100L	WILDERNESS TECHNICAL SKILLS	1.0
Select 2 credits from the following:		2
EPER 112L	ROCK CLIMBING	1.0
EPER 113L	WHITEWATER BOATING	1.0
EPER 114L	BASIC MOUNTAINEERING TECHNIQUES	1.0
EPER 116L	CAMPING	1.0
EPER 117L	BACKPACKING	1.0
EPER 118L	FLY FISHING	1.0
EPER 120L	INTRODUCTION TO SEARCH AND RESCUE	1.0
EPER 125L	SNOW SPORTS	1.0
EPER 205L	SNOW SPORTS II	1.0
EPER 240	RECREATION PROGRAM DESIGN	3.0
EPER 249	CHALLENGE COURSE LEADERSHIP	2.0
EPER 250	COMMERCIAL RECREATION AND TOURISM	3.0
EPER 280	FOUNDATIONS OF THERAPEUTIC RECREATION	3.0
EPER 322	WILDERNESS FIRST AID	2.0
EPER 350	LEADERSHIP AND ETHICS	3.0
EPER 360	OUTDOOR EDUCATION	3.0
EPER 375	RESEARCH AND EVALUATION OF RECREATION	3.0
EPER 389	RECREATION PRACTICUM	3.0
EPER 461	MANAGING PROGRAMS IN EXHPR	3.0
EPER 484	OUTDOOR RESOURCES & MANAGEMENT	3.0
EPER 493	SEMINAR	2.0
EPER 485	RECREATION FACILITY DESIGN/MANAGEMENT	3.0
EPER 498	INTERNSHIP	12.0
CIS 100	INTRODUCTION TO WORD	1
CIS 103	INTRODUCTION TO POWERPOINT	1
CIS 104	INTRODUCTION TO EXCEL SPREADSHEETS	1
Total Credits		56

Specific Concentration Requirements

Students pursuing the Recreation concentration are required to select either Outdoor Leadership & Wilderness Education or Recreation Management.

Outdoor Leadership & Wilderness Education Concentration Requirements

Course	Title	Credits
Required Courses		
Recreation Core Courses		56
Outdoor Leadership & Wilderness Education Concentration Requirements		
take at lease one credit from the following courses:		1
EPER 125L	SNOW SPORTS	1.0
EPER 205L	SNOW SPORTS II	1.0
EPER 112L	ROCK CLIMBING	1.0
EPER 113L	WHITEWATER BOATING	1.0
EPER 114L	BASIC MOUNTAINEERING TECHNIQUES	1.0

EPER 116L	CAMPING	1.0
EPER 117L	BACKPACKING	1.0
EPER 118L	FLY FISHING	1.0
EPER 120L	INTRODUCTION TO SEARCH AND RESCUE	1.0
Select two of the following courses:		4
EPER 102	MOUNTAIN ORIENTATION	2.0
EPER 103	WINTER ORIENTATION	2.0
EPER 104	DESERT ORIENTATION	2.0
EPER 105	CANYON ORIENTATION	2.0
EPER 270	OUTDOOR LEADERSHIP I	2.0
EPER 370	OUTDOOR LEADERSHIP II	2.0
BIOL 461	APPLIED GEOSPATIAL TECHNOLOGY (GIS/GPS)	3
Hours Outside the Major		
Select 17 credits		17
General Education Requirements		
COMR 103	SPEAKING AND LISTENING	3
MATH		3
Social Sciences		3
PSYC 151	HUMAN DEVELOPMENT	3.0
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 Credits		**120**

Recreation Management Concentration Requirements

Course	Title	Credits
Required Courses		
Recreation Core Courses		56
Recreation Management Concentration Requirements		
MGMT 201	PRINCIPLES OF MANAGEMENT	3
MGMT 318	HUMAN RESOURCE MANAGEMENT	3
MKTG 340	PRINCIPLES OF MARKETING	3
Select one of the following:		3
MKTG 342	PROMOTIONAL STRATEGY	3
MKTG 345	RETAIL MANAGEMENT	3
MKTG 348	CONSUMER BEHAVIOR	3
Hours Outside the Major		
Select 17 credits		17
General Education Requirements		
MATH		3
Social Sciences		3
PSYC 151	HUMAN DEVELOPMENT	3.0
General Education: English		6
Humanities		6
COMR 103	SPEAKING AND LISTENING	3
History		3
Natural and Physical Science		8
Total Credits		**120**

All HSHM Majors are required to:

- Complete a concentration of study with a cumulative GPA of 2.50 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.
- Earn at least 120 credit hours with at least 40 upper division credits.
- Successfully complete an internship or field experience course.
- Submit a graduation contract by the deadline the semester of graduation.

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Course	Title	Credits
Year 1		
Fall		
ENG 101	Rhetoric & Writing I (GT-CO1)	3
EPER 101	Intro to EXPER	2
EPER 100L	Wilderness Technical Skills	1
EPER 240	Recreation Program Design	3
MATH 109	Mathematical Explorations (GT-MA1)	3
	Credits	12
Spring		
BIOL 121	Environmental Conservation (GT-SC2)	3
BIOL 121L	Environmental Conservation Lab (GT-SC1)	1
CIS 100	Introduction to Word	1
CIS 103	Introduction to PowerPoint	1
CIS 104	Introduction to Excel Spreadsheets	1
ENG 102	Rhetoric & Writing II (GT-CO2)	3
Elective Must be a Concentration Course.		3
	Credits	13
Year 2		
Fall		
EPER 249	Challenge Course Leadership	2
EPER 250	Commercial Recreation and Tourism	3
EPER 280	Foundations of Therapeutic Recreation	3
General Education Suggested: Natural & Physical Science with Lab		4
Elective Must be one of the following: EPER 102-117L		2
	Credits	14
Spring		
COMR 103	Speaking and Listening	3
EPER 350	Leadership and Ethics	3
PSYC 151	Human Development (GT-SS3)	3
General Education		3
Elective Must be a Concentration Course.		3
	Credits	15

Year 3

Fall

AT 232	First Aid	2
or EPER 322	or Wilderness First Aid	
EPER 360	Outdoor Education	3
General Education		6
Elective Must be a Concentration course.		3
	Credits	14

Spring

EPER 389	Recreation Practicum	3
EPER 461	Managing Programs in EXHPR	3
EPER 484	Outdoor Resources & Management	3
General Education		3
Elective or Minor		3
	Credits	15

Year 4

Fall

EPER 375	Research and Evaluation of Recreation	3
Elective Must be a Concentration course.		3
Elective or Minor		6
	Credits	12

Spring

EPER 485	Recreation Facility Design/Management	3
EPER 493	Seminar	2
Elective or Minor		8
	Credits	13

Summer

EPER 498	Internship	12
	Credits	12
	Total Credits	120

Exercise Science, Physical Education, & Recreation: Strength & Conditioning Concentration, Bachelor of Science

The Strength & Conditioning concentration is designed from the National Strength & Conditioning Association standards including course work from:

- human anatomy & physiology,
- exercise physiology,
- kinesiology/biomechanics,
- nutrition,
- principles of strength & conditioning
- exercise technique/exercise prescription with concentration in anaerobic exercise,
- and program design as related to strength & conditioning.

The BS degree in EXPER prepares program graduates for professional positions in worksite, clinical, school, fitness government, and community settings.

- Graduates of the Strength & Conditioning Concentration are prepared to take the National Strength & Conditioning Association certification. Graduates can find employment in fitness and recreation facilities, high school & college athletics, and allied health industries.

Exercise Science, Physical Education, and Recreation students will:

1. Possess content knowledge and skills necessary for their perspective fields of study.
2. Exhibit the ability to read and interpret scientific research with application of the scientific methods, statistics, study design, and reporting;
3. Evaluate and integrate critical concepts and skills acquired in the EXPER program to common professional problems in the fields of interest;
4. Exhibit effective oral and written communication regarding subjects related to EXPER in individual and group setting.
5. Apply and demonstrate knowledge, skills and critical problem solving in a field-based setting.

Student Learning Outcomes for emphasis areas can be found on the EXPER curriculum maps.

Specific Program Requirements

Specific Core Requirements

Course	Title	Credits
EPER 101	INTRO TO EXPER	2.0
BIOL 112	NUTRITION	3
EPER 162	PERSONAL HEALTH	3.0
EPER 162L	PERSONAL HEALTH LAB	1.0
EPER 222	BEHAVIOR FACILITATION	3.0
AT 232	FIRST AID	2
EPER 343	RESEARCH AND STATISTICS	3.0
EPER 344	EXERCISE PHYSIOLOGY	3.0
EPER 344L	EXERCISE PHYSIOLOGY LAB	1.0
EPER 364	KINESIOLOGY	3.0
EPER 461	MANAGING PROGRAMS IN EXHPR	3.0
Total Credits		27

Specific Concentration Requirements

Course	Title	Credits
Required Courses		**27**
EPER Core Courses		
Required Concentration Courses		
CIS 104	INTRODUCTION TO EXCEL SPREADSHEETS	1
EPER 110L	WEIGHT TRAINING	1
EPER 201	DRUGS AND HEALTHY LIFESTYLES	3
PSYC 205	INTRODUCTION TO SPORT PSYCHOLOGY	3
AT 260	INJURY/ILLNESS CARE & PREVENTION	3
EPER 301	PERFORMANCE VIDEO ANALYSIS	1
EPER 310L	ADV METHODS STRENGTH & CONDITIONING	2
EPER 320	NSCA TEST PREPARATION	3
AT 323	FUNCTIONAL EXERCISE TRAINING	2
HS 330	EPIDEMIOLOGY AND DISEASE PREVENTION	3
or AT 301	PHYSICAL ASSESSMENT	
EPER 350	LEADERSHIP AND ETHICS	3
EPER 432	APPLIED SPORT & EXERCISE PSYCHOLOGY	3
EPER 436	EXERCISE ASSESSMENT	3
EPER 440	BIOMECHANICS	3
EPER 494	FIELD EXPERIENCE	6
Other Required Courses		

BIOL 223	HUMAN PHYSIOLOGY AND ANATOMY I	3
BIOL 223L	HUMAN PHYSIOLOGY AND ANATOMY I LAB	1
BIOL 224	HUMAN PHYSIOLOGY AND ANATOMY II	3
BIOL 224L	HUMAN PHYSIOLOGY AND ANATOMY II LAB	1
COMR 103	SPEAKING AND LISTENING	3
MATH 101	INTRODUCTORY COLLEGE MATHEMATICS	3
PSYC 151	HUMAN DEVELOPMENT	3
General Education: English		6
General Education: History		3
General Education: Humanities		6
General Education: Social Science		3
Courses Outside the Major		
Select 18 credits		18
Total Credits		120

All HSHM Majors are required to:

- Complete a concentration of study with a cumulative GPA of 2.50 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.
- Earn at least 120 credit hours with at least 40 upper division credits.
- Successfully complete an internship or field experience course.
- Submit a graduation contract by the deadline the semester of graduation.

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Course	Title	Credits
Year 1		
Fall		
CIS 104	Introduction to Excel Spreadsheets	1
ENG 101	Rhetoric & Writing I (GT-CO1)	3
EPER 101	Intro to EXPER	2
EPER 162	Personal Health	3
EPER 162L	Personal Health Lab	1
General Education		3
	Credits	13
Spring		
AT 260	Injury/Illness Care and Prevention	3
BIOL 112	Nutrition	3
ENG 102	Rhetoric & Writing II (GT-CO2)	3
EPER 110L	Weight Training	1
PSYC 151	Human Development (GT-SS3)	3
	Credits	13

Year 2		
Fall		
BIOL 223	Human Physiology and Anatomy I (GT-SC2)	3
BIOL 223L	Human Physiology and Anatomy I Lab (GT-SC1)	1
COMR 103	Speaking and Listening	3
EPER 201	Drugs and Healthy Lifestyles	3
EPER 222	Behavior Facilitation	3
PSYC 205	Introduction to Sport Psychology	3
	Credits	16
Spring		
AT 232	First Aid	2
BIOL 224	Human Physiology and Anatomy II (GT-SC2)	3
BIOL 224L	Human Physiology and Anatomy II Lab (GT-SC1)	1
MATH 101	Introductory College Mathematics (GT-MA1)	3
General Education		3
Elective		2
	Credits	14
Year 3		
Fall		
EPER 301	Performance Video Analysis	1
EPER 343	Research and Statistics	3
General Education		6
Elective or Minor		4
	Credits	14
Spring		
HS 330 or AT 301	Epidemiology and Disease Prevention or Physical Assessment	3
EPER 310L	Adv Methods Strength & Conditioning	2
EPER 350	Leadership and Ethics	3
EPER 364	Kinesiology	3
EPER 432	Applied Sport & Exercise Psychology	3
	Credits	14
Year 4		
Fall		
EPER 344	Exercise Physiology	3
EPER 344L	Exercise Physiology Lab	1
EPER 440	Biomechanics	3
EPER 461	Managing Programs in EXHPR	3
Elective or Minor		6
	Credits	16
Spring		
AT 323	Functional Exercise Training	2
EPER 320	NSCA Test Preparation	3
EPER 436	Exercise Assessment	3
Elective or Minor		6
	Credits	14
Summer		
EPER 494	Field Experience	6
	Credits	6
	Total Credits	120

Fitness & Recreational Sports Management, Minor

The fitness & recreational sports management minor is ideal for business students, community/commercial recreation students, or any student interested in managing fitness & recreational sports facilities.

Specific Program Requirements

Course	Title	Credits
ACCT 201	PRINCIPLES OF FINANCIAL ACCOUNTING	3.0
MGMT 201	PRINCIPLES OF MANAGEMENT	3
or EPER 461	MANAGING PROGRAMS IN EXHPR	
MGMT 318	HUMAN RESOURCE MANAGEMENT [1]	3
EPER 240	RECREATION PROGRAM DESIGN	3.0
EPER 485	RECREATION FACILITY DESIGN/MANAGEMENT	3.0
Select two of the following:		5-6
EPER 250	COMMERCIAL RECREATION AND TOURISM	3.0
EPER 484	OUTDOOR RESOURCES & MANAGEMENT	3.0
CIS 365	MANAGEMENT INFORMATION SYSTEMS [1]	3
MKTG 342	PROMOTIONAL STRATEGY [1]	3
MKTG 348	CONSUMER BEHAVIOR [1]	3
Total Credits		20-21

[1]   These courses require prerequisites to be taken prior to taking course.

Health & Fitness Certification for the Department of Corrections

This is a Health and Fitness Certification developed specifically for students in the Colorado Department of Corrections. The 12 credit hour certification will prepare students to sit for a personal training certificate and work in a variety of fitness locations. The certificate is limited to students in the Colorado Department of Corrections.

Specific Admission Requirements

Students must be in the Colorado Department of Corrections. Students must have a high school diploma and be eligible for admission to CSU Pueblo.

Goals

The goal of this certificate is to prepare Department of Corrections students to sit for a personal training certificate and increase their chances of finding employment.

Outcomes

1. Possess content knowledge and skills necessary for their perspective fields of study.
2. Evaluate and integrate critical concepts and skills acquired in the EXPER program to common professional problems in the fields of interest;
3. Exhibit effective oral and written communication regarding subjects related to EXPER in an individual and group setting.

Specific Program Requirements

Course	Title	Credits
EPER 101	INTRO TO EXPER	2
EPER 104L	PERSONAL FITNESS	1
EPER 110L	WEIGHT TRAINING	1
EPER 162	PERSONAL HEALTH	3
EPER 222	BEHAVIOR FACILITATION	3
AT 230	CPR & SUDDEN ILLNESS & INJURY RECOGNITION	1
EPER 347	METHODS OF FITNESS INSTRUCTION	1

Health Coaching, Minor

The health coaching minor is available to students who are interested in expanding their knowledge of coaching individuals through health behavior change and is ideal for students majoring in psychology, sociology, social work, and EXPER.

Specific Program Requirements

Course	Title	Credits
EPER 222	BEHAVIOR FACILITATION	3.0
HS 322	HEALTH COACHING CONCEPTS	3.00
HS 330	EPIDEMIOLOGY AND DISEASE PREVENTION	3.00
PSYC 362	ABNORMAL PSYCHOLOGY	3.0
PSYC 405	POSITIVE PSYCHOLOGY	3.0
HS 422	APPLIED HEALTH COACHING	3.00
PSYC 471	CLINICAL PSYCHOLOGY	3.0
Total Credits		21

Health Science & Administration, Bachelor of Applied Science

This online applied bachelor's degree is open to aspiring students who currently hold an AAS, AGS or AS degree in a healthcare, allied health, or public health fields. This degree is available online through the Division of Extended Studies. The program bridges allied healthcare professionals who hold a two-year degree and current healthcare licensure or certification to a four year BAS degree. Students will learn complementary, communication, technical and administrative skills necessary to enhance their preparation for working in these industries. Choosing a health science BAS degree prepares students for a robust and versatile advanced career in a large interdisciplinary healthcare arena. Graduates have many career options in a variety of settings such as schools, hospitals, government agencies, private or community agencies, or in non-profit groups. Graduates will be able to return to higher level and/or administrative positions in their original allied healthcare fields such as radiology, nuclear imaging, physical therapy assistant, medical assisting, emergency medication technicians, etc.
   Other career options include position such as: home health care coordinator, health maintenance organization care coordinator, insurance company health coach, long-term care health coordinator, women, infants, children nutrition coordinator, health navigator, and any number of other related careers.

Students must have a valid state or national certificate or license to be awarded escrow credits. Escrow credits are a block of credits awarded for the attainment of the professional allied health license or certificate that will be held in escrow and will be awarded at the end of the program.

Students accepted to this program must meet a 19-credit hour requirement for general education including written communication, social science, natural and physical science, humanities, and mathematics. If the students do not have these courses that meet the philosophy of general education they will be required to obtain them at CSU Pueblo. See the program director or the advisor to determine the number of transfer hours and escrow credits to be awarded.

Specific Admission Requirements

Students must have an earned AS or AAS degree in an allied health field.

Students must have a valid state or national certificate or license to be awarded escrow credits. Escrow credits are a block of credits awarded for the attainment of the professional allied health license or certificate that will be held in escrow and will be awarded at the end of the program.

The BS in Health Science Student Learning Outcomes are as follows:

1. Summarize and synthesize information relevant to assessing and improving population health and healthcare issues;
2. Exhibit the ability to read and interpret scientific research with application of the scientific methods, statistics, study design, and reporting in the health sciences;
3. Evaluate and integrate critical concepts and skills acquired in the health sciences curriculum to common professional problems in the health science fields of interest;
4. Exhibit effective oral and written communication as well as mass communication regarding subjects related to the health sciences in an individual and group setting;
5. Apply and demonstrate knowledge, skills and critical problems solving in a field-based and/or clinical setting;

Specific Program Requirements

Students accepted to this program must meet a 19-credit hour requirement for general education including written communication, social science, natural and physical science, humanities, and mathematics. If the students do not have these courses that meet the philosophy of general education they will be required to obtain them.

Furthermore, this BAS may include up to 30 escrow credit hours (see the Academic Policies section of the catalog), which will be posted the semester prior to anticipated graduation. See the program director to determine the number of transfer and escrow credits to be awarded.

Required Courses

21 credits and General Education 19 credits for a total of 40 credits

Course	Title	Credits
HS 320	EVALUATION OF PUBLIC HEALTH ISSUES	3
HS 325	HEALTH COMMUNICATION	3
HS 330	EPIDEMIOLOGY AND DISEASE PREVENTION	3
HS 335	PUBLIC HEALTH AND THE ENVIRONMENT	3
HS 336	COMMUNITY AND GLOBAL HEALTH	3
HS 492	RESEARCH	2
HS 494	FIELD EXPERIENCE (Required Courses)	4
Choose one of the following courses.		3
SOC 310	SOCIAL AND CULTURAL THEORY	3
SOC 404	POVERTY AND INEQUALITY IN THE U.S.	3
General Education English		3
General Education Humanities		3
General Education Social Science		3
General Education Mathematics		3
General Education Natural and Physical Science		4
Total Credits		40

Electives

9 upper division credits at the minimum. (Students may need more credits depending on transfer and escrow credits. Students may take up to 38 credits with 19 upper division credits in this section depending on their transfer and escrow credits).

Course	Title	Credits
Choose 9 or more credits (depending on transfer and escrow credits)		**9**
EPER 162	PERSONAL HEALTH	3.0
EPER 162L	PERSONAL HEALTH LAB	1.0
ECON 201	PRINCIPLES OF MACROECONOMICS	3
ECON 202	PRINCIPLES OF MICROECONOMICS	3
MGMT 201	PRINCIPLES OF MANAGEMENT	3
ACCT 201	PRINCIPLES OF FINANCIAL ACCOUNTING	3.0
ACCT 202	PRINCIPLES OF MANAGERIAL ACCOUNTING	3.0
BSAD 270	BUSINESS COMMUNICATIONS	3.0
BSAD 302	ETHICS IN BUSINESS	3.0
MGMT 301	ORGANIZATIONAL BEHAVIOR (Select 18 hours with at least 15 upper division)	3
MGMT 311	OPERATIONS AND QUALITY MANAGEMENT	3
MGMT 318	HUMAN RESOURCE MANAGEMENT	3
MGMT 362	PURCHASING AND MATERIALS MANAGEMENT	3
MGMT 460	OPERATIONS STRATEGY	3
MGMT 468	QUALITY MANAGEMENT	3
MGMT 485	STRATEGIC MANAGEMENT	3
MKTG 340	PRINCIPLES OF MARKETING	3
MKTG 341	SALES FORCE MANAGEMENT	3
PSYC 362	ABNORMAL PSYCHOLOGY	3.0
SOC 310	SOCIAL AND CULTURAL THEORY	3
SOC 404	POVERTY AND INEQUALITY IN THE U.S.	3

Specific Graduation Requirements

Students are required to complete an approved program with a cumulative GPA of 2.0000 or higher.

Students are required to complete 120 total credits and at least 40 upper division credits.

Students are required to meet the general education philosophy and framework by completing at least one general education course in writing, humanities, social science, mathematics and one course with a lab in natural and physical sciences.

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Course	Title	Credits
Year 1		
Fall		
HS 325	Health Communication	3
HS 336	Community and Global Health	3

SOC 310 or SOC 404	Social and Cultural Theory or Poverty and Inequality in the U.S.	3
BAS Electives EPER 162, 162L, ECON 201, 202, MGMT 201, 301, 311, 318, 362, 460, 468, 485, ACCT 201, 202, BSAD 207, 302, HS 335, MKTG 340, 341, PSYC 362, SOC 310, SOC 404		3
	Credits	12
Spring		
HS 320	Evaluation of Public Health Issues	3
HS 330	Epidemiology and Disease Prevention	3
BAS Electives		6
	Credits	12
Summer		
HS 335	Public Health and the Environment	3
HS 492	Research	2
HS 494	Field Experience	4
BAS Electives		3
	Credits	12
Year 2		
Fall		
BAS Electives or General Education if needed		12
	Credits	12
Spring		
BAS Electives or General Education if needed		12
	Credits	12
	Total Credits	60

Health Science: Health Coaching Concentration, Bachelor of Science

Graduates from the Health Coaching concentration are prepared to work in worksite health promotion programs, insurance prevention programs, or in private practice as a health coach assisting clients with behavior change and disease prevention.

The BS in Health Science Student Learning Outcomes are as follows:

1. Summarize and synthesize information relevant to assessing and improving population health and healthcare issues;

2. Exhibit the ability to read and interpret scientific research with application of the scientific methods, statistics, study design, and reporting in the health sciences;

3. Evaluate and integrate critical concepts and skills acquired in the health sciences curriculum to common professional problems in the health science fields of interest;

4. Exhibit effective oral and written communication as well as mass communication regarding subjects related to the health sciences in an individual and group setting;

5. Apply and demonstrate knowledge, skills and critical problems solving in a field-based and/or clinical setting;

Specific Program Requirements

Specific Core Requirements

Course	Title	Credits
HS 101	INTRODUCTION TO HEALTH PROFESSIONS	2
CHEM 111 & 111L	PRINCIPLES OF CHEMISTRY and PRINCIPLES OF CHEMISTRY LAB [1]	4
NSG 207	NURSING PATHOPHYSIOLOGY	3
BIOL 220	MEDICAL TERMINOLOGY	2
Total Credits		11

[1] Students interested in Physical Therapy, Physician Assistant or Occupational Therapy should take CHEM 121 GENERAL CHEMISTRY I (4.0 c.h.) & CHEM 121L GENERAL CHEMISTRY LAB I (1.00 c.h.).

Specific Concentration Requirements

Course	Title	Credits
CIS 103	INTRODUCTION TO POWERPOINT	1
CIS 104	INTRODUCTION TO EXCEL SPREADSHEETS	1.00
BIOL 112	NUTRITION	3
EPER 162	PERSONAL HEALTH	3.0
EPER 201	DRUGS AND HEALTHY LIFESTYLES	3.0
PSYC 212	PSYCHOLOGY OF DIVERSITY	3.0
EPER 222	BEHAVIOR FACILITATION	3.0
HS 322	HEALTH COACHING CONCEPTS	3
HS 330	EPIDEMIOLOGY AND DISEASE PREVENTION	3
PSYC 362	ABNORMAL PSYCHOLOGY	3.0
PSYC 405	POSITIVE PSYCHOLOGY	3.0
PSYC 471	CLINICAL PSYCHOLOGY	3.0
HS 422	APPLIED HEALTH COACHING	3
EPER 494	FIELD EXPERIENCE	6
Total Credits		41

Electives

Course	Title	Credits
Choose 6 classes for a total of 18 credits:		**18**
PSYC 311	THEORIES OF PERSONALITY	3.0
SOC 315	HEALTH, CULTURE, AND SOCIETY	3
HS 320	EVALUATION OF PUBLIC HEALTH ISSUES	3
HS 336	COMMUNITY AND GLOBAL HEALTH	3
EPER 344	EXERCISE PHYSIOLOGY	3.0
EPER 344L	EXERCISE PHYSIOLOGY LAB	1.0
SOC 352	SOCIAL PSYCHOLOGY	3
EPER 364	KINESIOLOGY	3.0
PSYC 403	EMOTIONAL INTELLIGENCE	3.0
SOC 404	POVERTY AND INEQUALITY IN THE U.S.	3
HS 430	PUBLIC HEALTH PROGRAM PLANNING	3
HS 435	PUBLIC HEALTH PROGRAM EVALUATION	3
EPER 436	EXERCISE ASSESSMENT	3.0
EPER 432	APPLIED SPORT & EXERCISE PSYCHOLOGY	3.0
PSYC 465	BEHAVIOR MODIFICATION	3.0
Total Credits		18

Specific General Education Requirements

Course	Title	Credits
ENG 101	RHETORIC & WRITING I	3
ENG 102	RHETORIC & WRITING II	3
PSYC 151	HUMAN DEVELOPMENT	3.0
SOC 101	INTRODUCTION TO SOCIOLOGY	3
BIOL 223	HUMAN PHYSIOLOGY AND ANATOMY I	3
BIOL 223L	HUMAN PHYSIOLOGY AND ANATOMY I LAB	1
BIOL 224	HUMAN PHYSIOLOGY AND ANATOMY II	3
BIOL 224L	HUMAN PHYSIOLOGY AND ANATOMY II LAB	1
MATH 156	INTRODUCTION TO STATISTICS	3

COMR 103	SPEAKING AND LISTENING	3
General Education Humanities		6
General Education History		3
Courses outside the major		15
Total Credits		**50**
Total Program Credits		**120**

All HSHM Majors are required to:

- Complete a concentration of study with a cumulative GPA of 2.50 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.
- Earn at least 120 credit hours with at least 40 upper division credits.
- Successfully complete an internship or field experience course.
- Submit a graduation contract by the deadline the semester of graduation.

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Course	Title	Credits
Year 1		
Fall		
COMR 103	Speaking and Listening	3
ENG 101	Rhetoric & Writing I (GT-CO1)	3
HS 101	Introduction to Health Professions	2
PSYC 151	Human Development (GT-SS3)	3
General Education		3
	Credits	14
Spring		
CIS 103	Introduction to PowerPoint	1
CIS 104	Introduction to Excel Spreadsheets	1
EPER 162 & 162L	Personal Health and Personal Health Lab	4
ENG 102	Rhetoric & Writing II (GT-CO2)	3
MATH 156	Introduction to Statistics (GT-MA1)	3
SOC 101	Introduction to Sociology (GT-SS3)	3
	Credits	15
Year 2		
Fall		
BIOL 112	Nutrition	3
BIOL 223 & 223L	Human Physiology and Anatomy I (GT-SC2) and Human Physiology and Anatomy I Lab (GT-SC1)	4
EPER 201	Drugs and Healthy Lifestyles	3
General Education		6
	Credits	16

Spring		
BIOL 220	Medical Terminology	2
BIOL 224 & 224L	Human Physiology and Anatomy II (GT-SC2) and Human Physiology and Anatomy II Lab (GT-SC1)	4
EPER 222	Behavior Facilitation	3
PSYC 212	Psychology of Diversity	3
Elective or Minor		3
	Credits	15
Year 3		
Fall		
CHEM 111 & 111L	Principles of Chemistry (GT-SC2) and Principles of Chemistry Lab (GT-SC1)	4
HS 322	Health Coaching Concepts	3
HS 330	Epidemiology and Disease Prevention	3
PSYC 362	Abnormal Psychology	3
Elective or Minor		2
	Credits	15
Spring		
HS 422	Applied Health Coaching	3
PSYC 405	Positive Psychology	3
NSG 207	Nursing Pathophysiology	3
Health Coaching Selection Courses EPER 344, 432, 436, HS 320, 336, 430, 435, PSYC 403, 465, SOC 404		3
Elective or Minor		3
	Credits	15
Year 4		
Fall		
Health Coaching Selection Courses EPER 344, 432, 436, HS 320, 336, 430, 435, PSYC 403, 465, SOC 404		9
Elective or Minor		6
	Credits	15
Spring		
PSYC 471	Clinical Psychology	3
HS 494	Field Experience	6
Health Coaching Selection Courses EPER 344, 432, 436, HS 320, 336, 430, 435, PSYC 403, 465, SOC 404		6
	Credits	15
	Total Credits	120

Health Sciences: General Health Science Concentration, Bachelor of Science

Graduates of the General Health Science coursework are prepared for health science related professional positions. This concentration is an excellent selection for students preparing for work in careers in clinics, academic institutions, laboratories, government and community and private agencies as well as advanced study in fields such as nursing, occupational therapy, physical therapy, allied health, or healthcare administration.

The BS in Health Science Student Learning Outcomes are as follows:

1. Summarize and synthesize information relevant to assessing and improving population health and healthcare issues;
2. Exhibit the ability to read and interpret scientific research with application of the scientific methods, statistics, study design, and reporting in the health sciences;
3. Evaluate and integrate critical concepts and skills acquired in the health sciences curriculum to common professional problems in the health science fields of interest;

4. Exhibit effective oral and written communication as well as mass communication regarding subjects related to the health sciences in an individual and group setting;

5. Apply and demonstrate knowledge, skills and critical problems solving in a field-based and/or clinical setting;

Specific Program Requirements

Specific Core Requirements

Course	Title	Credits
HS 101	INTRODUCTION TO HEALTH PROFESSIONS	2
CHEM 111 & 111L	PRINCIPLES OF CHEMISTRY and PRINCIPLES OF CHEMISTRY LAB [1]	4
NSG 207	NURSING PATHOPHYSIOLOGY	3
BIOL 220	MEDICAL TERMINOLOGY	2
Total Credits		11

[1] Students interested in Physical Therapy, Physician Assistant or Occupational Therapy should take CHEM 121 GENERAL CHEMISTRY I (4.0 c.h.) & CHEM 121L GENERAL CHEMISTRY LAB I (1.00 c.h.).

Specific Concentration Requirements

Course	Title	Credits
Required Concentration Courses		
CIS 103	INTRODUCTION TO POWERPOINT	1
CIS 104	INTRODUCTION TO EXCEL SPREADSHEETS	1
Choose one of the two options:		6-12
HS 494	FIELD EXPERIENCE	6
HS 498	INTERNSHIP	12
40 credits (at least 18 hours upper division) from the following if HS 498 is taken or 46 credits (at least 24 upper division) from the following if HS 494 is taken in the previous section		54
ANTH 100 or SOC 101	CULTURAL ANTHROPOLOGY INTRODUCTION TO SOCIOLOGY	3.0
BIOL 112	NUTRITION	3
EPER 162	PERSONAL HEALTH	3.0
EPER 162L	PERSONAL HEALTH LAB	1.0
ACCT 201	PRINCIPLES OF FINANCIAL ACCOUNTING	3.0
ECON 201	PRINCIPLES OF MACROECONOMICS	3.00
EPER 201	DRUGS AND HEALTHY LIFESTYLES	3.0
EPER 222	BEHAVIOR FACILITATION	3.0
HS 230	FOUNDATIONS OF PUBLIC HEALTH	3
AT 232	FIRST AID	2
AT 234	EMERGENCY CARE	2
AT 260	INJURY/ILLNESS CARE & PREVENTION	3
AT 301	PHYSICAL ASSESSMENT	3
ENG 302	GRANT WRITING	3
NSG 302	HEALTH PROMOTION AND ASSESSMENT	2
NSG 302L	HEALTH PROMOTION AND ASSESSMENT LAB	1
NSG 308	PHARMACOLOGY IN NURSING PRACTICE	3
SOC 315	HEALTH, CULTURE, AND SOCIETY	3
HS 320	EVALUATION OF PUBLIC HEALTH ISSUES	3
HS 322	HEALTH COACHING CONCEPTS	3.0
AT 323	FUNCTIONAL EXERCISE TRAINING	2
HS 325	HEALTH COMMUNICATION	3
HS 330	EPIDEMIOLOGY AND DISEASE PREVENTION	3
NSG 331	HEALTHY AGING	2
HS 335	PUBLIC HEALTH AND THE ENVIRONMENT	3
HS 336	COMMUNITY AND GLOBAL HEALTH	3
EPER 343	RESEARCH AND STATISTICS	3.0
EPER 344	EXERCISE PHYSIOLOGY	3.0
EPER 344L	EXERCISE PHYSIOLOGY LAB	1.0
NSG 351	EVIDENCE BASED NURSING PRACTICE	3
PSYC 362	ABNORMAL PSYCHOLOGY	3.0
EPER 364	KINESIOLOGY	3.0
NSG 371	HEALTHCARE INFORMATICS	2
HS 422	APPLIED HEALTH COACHING	3
HS 430	PUBLIC HEALTH PROGRAM PLANNING	3
EPER 432	APPLIED SPORT & EXERCISE PSYCHOLOGY	3.0
HS 435	PUBLIC HEALTH PROGRAM EVALUATION	3
EPER 436	EXERCISE ASSESSMENT	3.0
EPER 440	BIOMECHANICS	3.0
NSG 442	GLOBAL PUBLIC HEALTH	3
NSG 442L	GLOBAL PUBLIC HEALTH LAB	2.5
NSG 442S	GLOBAL PUBLIC HEALTH SIMULATION	0.5
EPER 461	MANAGING PROGRAMS IN EXHPR	3.0
HS 491	SPECIAL TOPICS	1-6
HS 492	RESEARCH	1-6
EPER 494	FIELD EXPERIENCE	1-6
HS 495	INDEPENDENT STUDY	1-6
Other Required Courses		
BIOL 223	HUMAN PHYSIOLOGY AND ANATOMY I	3
BIOL 223L	HUMAN PHYSIOLOGY AND ANATOMY I LAB	1
BIOL 224	HUMAN PHYSIOLOGY AND ANATOMY II	3
BIOL 224L	HUMAN PHYSIOLOGY AND ANATOMY II LAB	1
COMR 103	SPEAKING AND LISTENING	3
MATH 156	INTRODUCTION TO STATISTICS	3
PSYC 151	HUMAN DEVELOPMENT	3.0
General Education: English		6
General Education: History		3
General Education: Humanities		6
General Education: Social Science		3
Courses Outside the Major		20
Total Credits		**120**

All HSHM Majors are required to:

- Complete a concentration of study with a cumulative GPA of 2.50 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.
- Earn at least 120 credit hours with at least 40 upper division credits.
- Successfully complete an internship or field experience course.

- Submit a graduation contract by the deadline the semester of graduation.

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

*Must be a required concentration course. In addition, 40 credits with a minimum of 28 upper division if HS 498 is taken or 46 credits from the following with a minimum of 34 upper division is HS 494 is taken.

Course	Title	Credits
Year 1		
Fall		
EPER 101	Intro to EXPER	2
ENG 101	Rhetoric & Writing I (GT-CO1)	3
PSYC 151	Human Development (GT-SS3)	3
COMR 103	Speaking and Listening	3
Elective Suggest EPER 162 & 162L		4
	Credits	15
Spring		
BIOL 220	Medical Terminology	2
CIS 103	Introduction to PowerPoint	1
CIS 104	Introduction to Excel Spreadsheets	1
ENG 102	Rhetoric & Writing II (GT-CO2)	3
HS Elective Suggest AT 232		2
MATH 156	Introduction to Statistics (GT-MA1)	3
General Education course		3
	Credits	15
Year 2		
Fall		
BIOL 223	Human Physiology and Anatomy I (GT-SC2)	3
BIOL 223L	Human Physiology and Anatomy I Lab (GT-SC1)	1
HS Electives Suggest EPER 222, HS 230		6
Elective or Minor		3
General Education course		3
	Credits	16
Spring		
BIOL 224	Human Physiology and Anatomy II (GT-SC2)	3
BIOL 224L	Human Physiology and Anatomy II Lab (GT-SC1)	1
HS Elective Courses Must be upper division.		3
Elective or Minor		3
General Education course		6
	Credits	16
Year 3		
Fall		
CHEM 111	Principles of Chemistry (GT-SC2)	3
CHEM 111L	Principles of Chemistry Lab (GT-SC1)	1
HS Elective Courses Must be upper division.		6
Elective or Minor		6
	Credits	16
Spring		
NSG 207	Nursing Pathophysiology	3
HS Elective Courses Must be upper division course.		7
Elective or Minor		4
	Credits	14
Year 4		
Fall		
HS Electives courses Must be upper division course.		12
Elective or Minor		4
	Credits	16
Spring		
HS 498	Internship OR HS 494 6 credits and HS electives 6 credits	12
	Credits	12
	Total Credits	120

Health Sciences: Pre-Athletic Training Concentration, Bachelor of Science

Athletic trainers (ATs) are highly qualified, multi-skilled health care professionals who render service or treatment, under the direction of or in collaboration with a physician, in accordance with their education, training and the state's statutes, rules and regulations. As a part of the health care team, services provided by athletic trainers include primary care, injury and illness prevention, wellness promotion and education, emergent care, examination and clinical diagnosis, therapeutic intervention and rehabilitation of injuries and medical conditions. In order to seek certification, a Master's degree in Athletic Training must be completed.

Colorado State University Pueblo is currently seeking accreditation for their new Masters in Athletic Training program and is not accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The institution will be submitting a self-study to begin this accreditation process on July 1, 2021. Submission of the self-study and completion of a site visit does not guarantee that the program will become accredited. Students that graduate from the program prior to accreditation WILL NOT be eligible to sit for the credentialing examination for athletic trainers and will not be eligible for licensure in most states.

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.

Graduates of the Pre-Athletic Training concentration are prepared for entry into Master level Athletic Training Programs as well as other exercise science related positions.

The BS in Health Science Student Learning Outcomes are as follows:

1. Summarize and synthesize information relevant to assessing and improving population health and healthcare issues;
2. Exhibit the ability to read and interpret scientific research with application of the scientific methods, statistics, study design, and reporting in the health sciences;
3. Evaluate and integrate critical concepts and skills acquired in the health sciences curriculum to common professional problems in the health science fields of interest;
4. Exhibit effective oral and written communication as well as mass communication regarding subjects related to the health sciences in an individual and group setting;
5. Apply and demonstrate knowledge, skills and critical problems solving in a field-based and/or clinical setting;

Specific Program Requirements
Specific Core Requirements

Course	Title	Credits
HS 101	INTRODUCTION TO HEALTH PROFESSIONS	2
CHEM 111 & 111L	PRINCIPLES OF CHEMISTRY and PRINCIPLES OF CHEMISTRY LAB [1]	4
NSG 207	NURSING PATHOPHYSIOLOGY	3
BIOL 220	MEDICAL TERMINOLOGY	2
Total Credits		11

[1] Students interested in Physical Therapy, Physician Assistant or Occupational Therapy should take CHEM 121 GENERAL CHEMISTRY I (4.0 c.h.) & CHEM 121L GENERAL CHEMISTRY LAB I (1.00 c.h.).

Specific Concentration Requirements

Course	Title	Credits
Required Health Sciences Core		11
Required Concentration Courses		
EPER 162	PERSONAL HEALTH	3.0
EPER 162L	PERSONAL HEALTH LAB	1.0
EPER 201	DRUGS AND HEALTHY LIFESTYLES	3.0
EPER 222	BEHAVIOR FACILITATION	3.0
AT 232	FIRST AID	2
AT 234	EMERGENCY CARE	2
AT 260	INJURY/ILLNESS CARE & PREVENTION	3
AT 301	PHYSICAL ASSESSMENT	3
EPER 320	NSCA TEST PREPARATION	3.0
AT 323	FUNCTIONAL EXERCISE TRAINING	2
EPER 343	RESEARCH AND STATISTICS	3.0
EPER 344	EXERCISE PHYSIOLOGY	3.0
EPER 344L	EXERCISE PHYSIOLOGY LAB	1.0
EPER 364	KINESIOLOGY	3.0
EPER 432	APPLIED SPORT & EXERCISE PSYCHOLOGY	3.0
EPER 436	EXERCISE ASSESSMENT	3.0
EPER 440	BIOMECHANICS	3.0
EPER 461	MANAGING PROGRAMS IN EXHPR	3.0
HS 498	INTERNSHIP	12
Outside the Major		
Pick one: either BIOL 100 & 100L or BIOL 206 & 206L		4
BIOL 100 & 100L	PRINCIPLES OF BIOLOGY and PRINCIPLES OF BIOLOGY LAB	4
BIOL 206 & 206L	INTRODUCTION TO MICROBIOLOGY and INTRODUCTION TO MICROBIOLOGY LAB	4
PHYS 201	PRINCIPLES OF PHYSICS I	3
PHYS 201L	PRINCIPLES OF PHYSICS LAB I	1
Other Required Courses		
CIS 104	INTRODUCTION TO EXCEL SPREADSHEETS	1
BIOL 112	NUTRITION	3
PSYC 205	INTRODUCTION TO SPORT PSYCHOLOGY	3.0
COMR 103	SPEAKING AND LISTENING	3
PSYC 151	HUMAN DEVELOPMENT	3.0
BIOL 223	HUMAN PHYSIOLOGY AND ANATOMY I	3
BIOL 223L	HUMAN PHYSIOLOGY AND ANATOMY I LAB	1
BIOL 224	HUMAN PHYSIOLOGY AND ANATOMY II	3
BIOL 224L	HUMAN PHYSIOLOGY AND ANATOMY II LAB	1
Take either MATH 120 or MATH 156. Must have at least a 24 ACT or 580 SAT in math to take MATH 156. See footnote.		3
MATH 120	PRE-CALCULUS ALGEBRA	3.0
MATH 156	INTRODUCTION TO STATISTICS	3
General Education: English		6
General Education: History		3
General Education: Humanities		6
General Education: Social Science		3
Total Credits		120

[1] Students planning to pursue a doctorate in physical therapy should take CHEM 121 GENERAL CHEMISTRY I (4.0 c.h.) & CHEM 121L GENERAL CHEMISTRY LAB I (1.00 c.h.) instead of CHEM 111 & 111L.

[2] Students are required to complete college algebra or pre-calculus algebra level math or have a math score of ACT 24 or SAT 580 to enroll in PHYS 201. Students who do not have this placement score must take MATH 120.

All HSHM Majors are required to:

- Complete a concentration of study with a cumulative GPA of 2.50 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.
- Earn at least 120 credit hours with at least 40 upper division credits.
- Successfully complete an internship or field experience course.
- Submit a graduation contract by the deadline the semester of graduation.

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Course	Title	Credits
Year 1		
Fall		
ENG 101	Rhetoric & Writing I (GT-CO1)	3
EPER 162 & 162L	Personal Health and Personal Health Lab	4
HS 101	Introduction to Health Professions	2
MATH 156 or MATH 120	Introduction to Statistics (GT-MA1) or Pre-Calculus Algebra (GT-MA1)	3
General Education		3
	Credits	15
Spring		
AT 232	First Aid	2

AT 260	Injury/Illness Care and Prevention	3
BIOL 100 & 100L or BIOL 206/206L	Principles of Biology (GT-SC2) or Introduction to Microbiology	4
BIOL 112	Nutrition	3
ENG 102	Rhetoric & Writing II (GT-CO2)	3
	Credits	15
Year 2		
Fall		
AT 234	Emergency Care	2
BIOL 223 & 223L	Human Physiology and Anatomy I (GT-SC2) and Human Physiology and Anatomy I Lab (GT-SC1)	4
EPER 222	Behavior Facilitation	3
PSYC 151	Human Development (GT-SS3)	3
General Education		3
	Credits	15
Spring		
BIOL 224 & 224L	Human Physiology and Anatomy II (GT-SC2) and Human Physiology and Anatomy II Lab (GT-SC1)	4
CIS 104	Introduction to Excel Spreadsheets	1
COMR 103	Speaking and Listening	3
General Education		6
	Credits	14
Year 3		
Fall		
AT 301	Physical Assessment	3
CHEM 111 & 111L	Principles of Chemistry (GT-SC2) and Principles of Chemistry Lab (GT-SC1)	4
EPER 343	Research and Statistics	3
EPER 364	Kinesiology	3
PSYC 205	Introduction to Sport Psychology	3
	Credits	16
Spring		
AT 323	Functional Exercise Training	2
BIOL 220	Medical Terminology	2
EPER 320	NSCA Test Preparation	3
PHYS 201 & 201L	Principles of Physics I (GT-SC2) and Principles of Physics Lab I (GT-SC1)	4
EPER 344 & 344L	Exercise Physiology and Exercise Physiology Lab	4
	Credits	15
Year 4		
Fall		
EPER 201	Drugs and Healthy Lifestyles	3
EPER 436	Exercise Assessment	3
EPER 440	Biomechanics	3
EPER 461	Managing Programs in EXHPR	3
NSG 207	Nursing Pathophysiology	3
	Credits	15
Spring		
EPER 432	Applied Sport & Exercise Psychology	3
HS 498	Internship	12
	Credits	15
	Total Credits	120

Health Sciences: Pre-Nursing Concentration

All pre-nursing students will be Health Sciences majors with a pre-nursing concentration. 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, veteran status, first generation students, and residency in Southeastern Colorado. Only students admitted to the Nursing or Health Sciences majors are eligible to take nursing courses as indicated in their degree plan

The BSN program is very competitive. If a student is not admitted to the BSN program they can complete the BS in Health Science which will prepare them for the accelerated Nursing Program, and entry level Master in Nursing and other health related graduate degrees at other institutions such as Public Health, Nutrition, Physical Therapy, Occupational Therapy, and Healthcare Administration.

Applications for the Basic Admission Pathway in School of Nursing are due before May 25th of the year preceding January admission.

Interested applicants must provide the following:

- **Prerequisite coursework:** Applicants must complete 23 credit hours of prerequisite coursework (https://www.csupueblo.edu/nursing-bs/_doc/basic-admission-prerequisites.pdf) (fifty percent) with a grade of C or higher
- **Transcripts:** Unofficial transcripts from all institutions attended must be included with prerequisite coursework highlighted
- **Basic Admission Pathway Application:** In a single packet, applicants must mail transcripts and Basic Admission Pathway Application (https://www.csupueblo.edu/school-of-nursing/_doc/updated-application-11.12.2019.docx) to:

Colorado State University-Pueblo

School of Nursing

Attn: Peggy Foley

Advisor/Counselor of Nursing

2200 Bonforte Blvd

Pueblo, CO 81001

Student Learning Outcomes

1. Summarize and synthesize information relevant to assessing and improving population health and healthcare issues;
2. Exhibit the ability to read and interpret scientific research with application of the scientific methods, statistics, study design, and reporting in the health sciences;
3. Evaluate and integrate critical concepts and skills acquired in the health sciences curriculum to common professional problems in the health science fields of interest;
4. Exhibit effective oral and written communication as well as mass communication regarding subjects related to the health sciences in an individual and group setting;
5. Apply and demonstrate knowledge, skills and critical problem solving in a field-based and/or clinical setting;
6. Successfully enter into a health science related career or into a graduate program;

Students in the Pre-Nursing concentration will apply to the BSN in the spring of the Freshman Year. If they are not admitted into the

Basic Admission Pathway they can change their major to Health Science (General) and pursue the Accelerated Admission Pathway. Students must complete the BS in Health Science and the Accelerated prerequisites with at least a 3.0 GPA for preferred admission into the accelerated BSN program. Students can earn up to 19 credits of nursing classes that will count for both the BS in Health Science and the BSN while completing the BS in HS. Please see the BS in HS General curriculum for the courses.

Specific Program Requirements
Specific Concentration Requirements

Course	Title	Credits
HS 101	INTRODUCTION TO HEALTH PROFESSIONS [1]	2
CHEM 111	PRINCIPLES OF CHEMISTRY [2]	3
CHEM 111L	PRINCIPLES OF CHEMISTRY LAB [2]	1
BIOL 206	INTRODUCTION TO MICROBIOLOGY	3
BIOL 206L	INTRODUCTION TO MICROBIOLOGY LAB	1
NSG 207	NURSING PATHOPHYSIOLOGY	3
Total Credits		13

[1] HS 101 not required but highly recommended for entry into the BSN program.

[2] CHEM 121 and CHEM 121L will be accepted for CHEM 111 and CHEM 111L.

Note: HS 101 is not required but highly recommended for entry into the BSN program.

Specific General Education Requirements

Course	Title	Credits
Required General Education Courses		
BIOL 223	HUMAN PHYSIOLOGY AND ANATOMY I	3
BIOL 223L	HUMAN PHYSIOLOGY AND ANATOMY I LAB	1
BIOL 224	HUMAN PHYSIOLOGY AND ANATOMY II	3
BIOL 224L	HUMAN PHYSIOLOGY AND ANATOMY II LAB	1
COMR 103	SPEAKING AND LISTENING [1]	3
MATH 156	INTRODUCTION TO STATISTICS	3
PSYC 151	HUMAN DEVELOPMENT	3.0
General Education: World Language		3
General Education: English		6
General Education: History		3
General Education: Humanities		3
General Education: Social Science		3
Total Credits		35

[1] COMR 221 will be accepted in lieu of COMR 103 but student must complete additional Gen Ed Humanities

Total credit hours before applying to the BSN Program: 46
Students cannot graduate from the Pre-Nursing concentration. Students will apply to the Basic Pathway for the Bachelor of Science in Nursing during the Spring semester of their Freshman year. The Basic Admission Pathway is for students that have completed 23 credits (fifty percent) of prerequisite nursing coursework.

Traditionally, students advance from the Pre-Nursing Pathway (first two years of undergraduate studies) into the Basic Admission Pathway (last two years of undergraduate studies). Therefore, the majority of students are in their second year of studies when admitted into the School of Nursing through the Basic Admissions Pathway.

If a student is not admitted into the Basic Admission Pathway they can change their major to Health Science (General) and pursue the Accelerated Admission Pathway. Students must complete the BS in Health Science and the Accelerated prerequisites with at least a 3.0 GPA for preferred admission into the accelerated BSN program. Students can earn up to 19 credits of nursing classes that will count for both the BS in Health Science and the BSN while completing the BS in HS. Please see the BS in HS General curriculum for the courses.

Planning Sheet
Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Course	Title	Credits
Year 1		
Fall		
BIOL 223 & 223L	Human Physiology and Anatomy I (GT-SC2) and Human Physiology and Anatomy I Lab (GT-SC1)	4
COMR 103	Speaking and Listening	3
ENG 101	Rhetoric & Writing I (GT-CO1)	3
MATH 156	Introduction to Statistics (GT-MA1)	3
General Education Must be a World Language course.		3
	Credits	16
Spring		
BIOL 224 & 224L	Human Physiology and Anatomy II (GT-SC2) and Human Physiology and Anatomy II Lab (GT-SC1)	4
CHEM 111 & 111L	Principles of Chemistry (GT-SC2) and Principles of Chemistry Lab (GT-SC1)	4
ENG 102	Rhetoric & Writing II (GT-CO2)	3
HS 101	Introduction to Health Professions Not required, but encouraged for Nursing.	2
PSYC 151	Human Development (GT-SS3)	3
	Credits	16
Year 2		
Fall		
BIOL 206 & 206L	Introduction to Microbiology and Introduction to Microbiology Lab	4
NSG 207	Nursing Pathophysiology	3
General Education History, Humanities, Social Science		9
	Credits	16
	Total Credits	48

NOTE: Pre-Nursing students must apply for the Nursing program by May 25th of the year proceeding their desired admission in January (May 25th of their freshman year for most).

If the student is not accepted into the BSN program they would continue in the BS in Health Science program choosing either the General Health Science concentration (which could allow them to continue with some Nursing classes and result in possible admission to the accelerated Nursing program) or Health Coaching, Public Health, or Pre-Athletic Training concentration.

Health Sciences: Public Health Concentration, Bachelor of Science

Graduates of the Public Health concentration are eligible to sit for the Certified in Public Health Exam.

Public Health graduates can find employment in worksite health promotion, community health, government and volunteer health agencies, clinical and managed care settings. Public Health graduates will be prepared to apply for a Master in Public Health degree.

Student Learning Outcomes

Expected student outcomes in Public Health align with the eight core competencies for public health professionals as adopted by the Council on Linkages between Academia and Public Health Practice in 2014.

Core Competencies:

- Domain 1: Analytical/Assessment Skills
- Domain 2: Policy Development/Program Planning
- Domain 3: Communication Skills
- Domain 4: Cultural Competency Skills
- Domain 5: Community Dimensions of Practice Skills Domain 6: Public Health Sciences Skills
- Domain 7: Financial Planning and Management Skills
- Domain 8: Leadership and Systems Thinking Skills

The BS in Health Science Student Learning Outcomes are as follows:

1. Summarize and synthesize information relevant to assessing and improving population health and healthcare issues;
2. Exhibit the ability to read and interpret scientific research with application of the scientific methods, statistics, study design, and reporting in the health sciences;
3. Evaluate and integrate critical concepts and skills acquired in the health sciences curriculum to common professional problems in the health science fields of interest;
4. Exhibit effective oral and written communication as well as mass communication regarding subjects related to the health sciences in an individual and group setting;
5. Apply and demonstrate knowledge, skills and critical problems solving in a field-based and/or clinical setting;

Specific Program Requirements

Specific Core Requirements

Course	Title	Credits
HS 101	INTRODUCTION TO HEALTH PROFESSIONS	2
CHEM 111 & 111L	PRINCIPLES OF CHEMISTRY and PRINCIPLES OF CHEMISTRY LAB [1]	4
NSG 207	NURSING PATHOPHYSIOLOGY	3
BIOL 220	MEDICAL TERMINOLOGY	2
Total Credits		11

[1] Students interested in Physical Therapy, Physician Assistant or Occupational Therapy should take CHEM 121 GENERAL CHEMISTRY I (4.0 c.h.) & CHEM 121L GENERAL CHEMISTRY LAB I (1.00 c.h.).

Specific Concentration Requirements

Course	Title	Credits
Required Core Courses		11
Required Concentration Courses		
ANTH 100	CULTURAL ANTHROPOLOGY	3.0
or SOC 101	INTRODUCTION TO SOCIOLOGY	
BIOL 112	NUTRITION	3
EPER 162	PERSONAL HEALTH	3.0
EPER 162L	PERSONAL HEALTH LAB	1.0
EPER 222	BEHAVIOR FACILITATION	3.0
HS 230	FOUNDATIONS OF PUBLIC HEALTH	3
AT 232	FIRST AID	2
ENG 302	GRANT WRITING	3
SOC 315	HEALTH, CULTURE, AND SOCIETY	3
HS 320	EVALUATION OF PUBLIC HEALTH ISSUES	3
HS 325	HEALTH COMMUNICATION	3.0
HS 330	EPIDEMIOLOGY AND DISEASE PREVENTION	3
HS 335	PUBLIC HEALTH AND THE ENVIRONMENT	3
HS 336	COMMUNITY AND GLOBAL HEALTH	3
EPER 343	RESEARCH AND STATISTICS	3.0
HS 430	PUBLIC HEALTH PROGRAM PLANNING	3
HS 435	PUBLIC HEALTH PROGRAM EVALUATION	3
EPER 461	MANAGING PROGRAMS IN EXHPR	3.0
HS 494	FIELD EXPERIENCE	6
Other Required Courses		
BIOL 223	HUMAN PHYSIOLOGY AND ANATOMY I	3
BIOL 223L	HUMAN PHYSIOLOGY AND ANATOMY I LAB	1
BIOL 224	HUMAN PHYSIOLOGY AND ANATOMY II	3
BIOL 224L	HUMAN PHYSIOLOGY AND ANATOMY II LAB	1
CIS 103	INTRODUCTION TO POWERPOINT	1
CIS 104	INTRODUCTION TO EXCEL SPREADSHEETS	1
COMR 103	SPEAKING AND LISTENING	3
MATH 156	INTRODUCTION TO STATISTICS	3
PSYC 151	HUMAN DEVELOPMENT	3.0
POLS 101	AMERICAN NATIONAL POLITICS	3.0
ENG 101	RHETORIC & WRITING I	3
ENG 102	RHETORIC & WRITING II	3
World Language Humanities		3
General Education Humanities		3
General Education History		3
Courses outside the major		15
Total Credits		120

All HSHM Majors are required to:

- Complete a concentration of study with a cumulative GPA of 2.50 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.
- Earn at least 120 credit hours with at least 40 upper division credits.
- Successfully complete an internship or field experience course.
- Submit a graduation contract by the deadline the semester of graduation.

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Course	Title	Credits
Year 1		
Fall		
AT 232	First Aid	2
CIS 103	Introduction to PowerPoint	1
CIS 104	Introduction to Excel Spreadsheets	1
COMR 103	Speaking and Listening	3
ENG 101	Rhetoric & Writing I (GT-CO1)	3
HS 101	Introduction to Health Professions	2
PSYC 151	Human Development (GT-SS3)	3
	Credits	15
Spring		
BIOL 220	Medical Terminology	2
ENG 102	Rhetoric & Writing II (GT-CO2)	3
EPER 162	Personal Health	3
EPER 162L	Personal Health Lab	1
MATH 156	Introduction to Statistics (GT-MA1)	3
SOC 101 or ANTH 100	Introduction to Sociology (GT-SS3) or Cultural Anthropology (GT-SS3)	3
	Credits	15
Year 2		
Fall		
BIOL 223	Human Physiology and Anatomy I (GT-SC2)	3
BIOL 223L	Human Physiology and Anatomy I Lab (GT-SC1)	1
HS 230	Foundations of Public Health	3
HIST 136	The Southwest United States (GT-HI1) or any Gen Ed: History	3
SPN 101	Beginning Spanish I or any Gen Ed: World Language	3
Elective or Minor		3
	Credits	16
Spring		
BIOL 112	Nutrition	3
BIOL 224	Human Physiology and Anatomy II (GT-SC2)	3
BIOL 224L	Human Physiology and Anatomy II Lab (GT-SC1)	1
EPER 222	Behavior Facilitation	3
POLS 101	American National Politics (GT-SS1)	3
Elective or Minor		3
	Credits	16
Year 3		
Fall		
CHEM 111	Principles of Chemistry (GT-SC2)	3
CHEM 111L	Principles of Chemistry Lab (GT-SC1)	1
HS 320	Evaluation of Public Health Issues	3
HS 330	Epidemiology and Disease Prevention	3
SOC 315	Health, Culture, and Society	3
General Education		3
	Credits	16
Spring		
HS 325	Health Communication	3
HS 335	Public Health and the Environment	3
HS 336	Community and Global Health	3
NSG 207	Nursing Pathophysiology	3
Elective or Minor		3
	Credits	15
Year 4		
Fall		
ENG 302	Grant Writing (Elective or Minor)	3
EPER 343	Research and Statistics	3
HS 430	Public Health Program Planning	3
Elective or Minor		6
	Credits	15
Spring		
EPER 461	Managing Programs in EXHPR	3
HS 435	Public Health Program Evaluation	3
HS 494	Field Experience	6
	Credits	12
	Total Credits	120

Outdoor Recreation, Minor

The outdoor education minor is for students who want to teach adventure education, outdoor skills, and lead trips within the educational settings.

Specific Program Requirements

Course	Title	Credits
EPER 100L	WILDERNESS TECHNICAL SKILLS	1.0
EPER 249	CHALLENGE COURSE LEADERSHIP	2.0
EPER 270	OUTDOOR LEADERSHIP I	2.0
EPER 322	WILDERNESS FIRST AID	2.0
EPER 360	OUTDOOR EDUCATION	3.0
EPER 484	OUTDOOR RESOURCES & MANAGEMENT	3.0
Select one of the following:		2
EPER 102	MOUNTAIN ORIENTATION	2.0
EPER 103	WINTER ORIENTATION	2.0
EPER 104	DESERT ORIENTATION	2.0
EPER 105	CANYON ORIENTATION	2.0
Select 6 credits from the following:		6
EPER 125L	SNOW SPORTS	1.0
EPER 112L	ROCK CLIMBING	1.0
EPER 113L	WHITEWATER BOATING	1.0
EPER 114L	BASIC MOUNTAINEERING TECHNIQUES	1.0
EPER 116L	CAMPING	1.0
EPER 117L	BACKPACKING	1.0
EPER 118L	FLY FISHING	1.0
EPER 120L	INTRODUCTION TO SEARCH AND RESCUE	1.0
EPER 176L	LIFE GUARD TRAINING	2.0
EPER 205L	SNOW SPORTS II	1.0
EPER 276L	WATER SAFETY INSTRUCTOR CERTIFICATION	2.0
EPER 350	LEADERSHIP AND ETHICS	3.0

Course	Title	Credits
EPER 549	FACILITATION OF ADVENTURE EDUCATION	3.0
Total Credits		21

[1] Students pursuing the WEA Outdoor Leadership Certification must enroll in EPER 102 MOUNTAIN ORIENTATION (2.0 c.h.) and complete additional leading experiences as per the certification requirements.

Public Health, Minor

The public health minor is available to students who are interested in working in disease prevention and community health. It is ideal for students majoring in EXPER, business, mass communications, psychology, sociology, and math.

Specific Program Requirements

Course	Title	Credits
HS 101	INTRODUCTION TO HEALTH PROFESSIONS	2
HS 230	FOUNDATIONS OF PUBLIC HEALTH	3
HS 330	EPIDEMIOLOGY AND DISEASE PREVENTION	3
HS 430	PUBLIC HEALTH PROGRAM PLANNING	3
HS 435	PUBLIC HEALTH PROGRAM EVALUATION	3
Total Credits		14

Select 6 hours from the following list of courses

Course	Title	Credits
HS 235	HEALTH COMMUNICATION	3
HS 291	SPECIAL TOPICS	1-4
HS 320	EVALUATION OF PUBLIC HEALTH ISSUES	3
HS 335	PUBLIC HEALTH AND THE ENVIRONMENT	3
HS 336	COMMUNITY AND GLOBAL HEALTH	3
HS 492	RESEARCH	1
HS 494	FIELD EXPERIENCE	1

Recreation Leadership, Certificate

The School of Health Sciences & Human Movement offers a certificate in recreation leadership that will prepare students to assist recreation professionals, to lead programs and excursions in the outdoors, and will act as a precursor to the BS degree in EXPER with a concentration in recreation.

Specific Program Requirements

Course	Title	Credits
EPER 100L	WILDERNESS TECHNICAL SKILLS	1.0
EPER 162	PERSONAL HEALTH	3.0
Four credits from the following:		4
EPER 102	MOUNTAIN ORIENTATION	2.0
EPER 103	WINTER ORIENTATION	2.0
EPER 104	DESERT ORIENTATION	2.0
EPER 105	CANYON ORIENTATION	2.0
EPER 112L	ROCK CLIMBING	1.0
EPER 113L	WHITEWATER BOATING	1.0
EPER 114L	BASIC MOUNTAINEERING TECHNIQUES	1.0
EPER 116L	CAMPING	1.0
EPER 117L	BACKPACKING	1.0
EPER 118L	FLY FISHING	1.0
EPER 120L	INTRODUCTION TO SEARCH AND RESCUE	1.0
EPER 249	CHALLENGE COURSE LEADERSHIP	2.0
EPER 494	FIELD EXPERIENCE	1-6
EPER 240	RECREATION PROGRAM DESIGN	3.0
EPER 270	OUTDOOR LEADERSHIP I	2.0
EPER 322	WILDERNESS FIRST AID	2.0
Total Credits		15

Recreation, Minor

The recreation (REC) minor is available to all non-REC majors. The minor is ideal for those majoring in EXPER, social work, sociology, and biology as well as for students aspiring to teach in public/private schools.

Specific Program Requirements
Available to Non-REC Majors Only

Course	Title	Credits
Complete four credits from the following:		4
EPER 102	MOUNTAIN ORIENTATION	2.0
EPER 103	WINTER ORIENTATION	2.0
EPER 104	DESERT ORIENTATION	2.0
EPER 105	CANYON ORIENTATION	2.0
EPER 112L	ROCK CLIMBING	1.0
EPER 113L	WHITEWATER BOATING	1.0
EPER 114L	BASIC MOUNTAINEERING TECHNIQUES	1.0
EPER 116L	CAMPING	1.0
EPER 117L	BACKPACKING	1.0
EPER 118L	FLY FISHING	1.0
EPER 120L	INTRODUCTION TO SEARCH AND RESCUE	1.0
EPER 249	CHALLENGE COURSE LEADERSHIP	2.0
EPER 162	PERSONAL HEALTH	3.0
EPER 240	RECREATION PROGRAM DESIGN	3.0
EPER 300 or higher		9
Total Credits		19

Tourism, Minor

The tourism minor is open to all majors and is ideal for business, communications, or EXPER students who are interested in the expanding field of tourism.

Specific Program Requirements

Course	Title	Credits
EPER 240	RECREATION PROGRAM DESIGN	3.0
EPER 250	COMMERCIAL RECREATION AND TOURISM	3.0
MGMT 318	HUMAN RESOURCE MANAGEMENT	3
MGMT 414	ENTREPRENEURSHIP	3
MKTG 410	SOCIAL MEDIA AND E-MARKETING	3
EPER 494	FIELD EXPERIENCE	2
REC 482	BUSINESS OF TOURISM	3
Total Credits		20

School of Nursing

The School of Nursing provides a unique environment for learning. Whether your focus is health promotion and wellness or illness care and disease prevention our programs can lead you to careers as a professional to positively impact health care.

The School of Nursing awards three degrees with multiple concentrations:

The Doctor of Nursing Practice (DNP) concentrations:
- Adult/Gerontology Acute Care Nurse Practitioner (AGACNP)
- Adult/Gerontology Acute Care/Family Nurse Practitioner (AGACNP/FNP)
- Psychiatric-Mental Health Nurse Practitioner (PMHNP)
- MS (Nursing) to DNP Population Health

The Master (MS) of Nursing concentrations:
- Adult/Gerontology Acute Care Nurse Practitioner (AGACNP)
- Adult/Gerontology Acute Care/Family Nurse Practitioner (AGACNP/FNP)
- Psychiatric-Mental Health Nurse Practitioner (PMHNP)
- Nurse Educator

*All graduate concentrations can be completed with a Post MS Certificate

A Bachelor of Science in Nursing (BSN). The BSN can be completed through:
- The basic (traditional) program
- The accelerated program (those with a previous non-nursing baccalaureate degree)
- The RN (ADN) to BSN or MS online program

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.

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.

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.

Academic Programs

- Nurse Educator, Certificate (p. 185)
- Nurse Educator, Post Masters Certification (p. 185)
- Nursing, Bachelor of Science in Nursing (p. 185)
- Nursing: Adult/Gerontology Acute Care Nurse Practitioner Concentration, Doctor of Nursing Practice (p. 190)
- Nursing: Adult/Gerontology Acute Care Nurse Practitioner Concentration, Master of Science (p. 192)
- Nursing: Adult/Gerontology Acute Care Nurse Practitioner, Post Masters Certification (p. 194)
- Nursing: Adult/Gerontology Acute Care/Family Nurse Practitioner Concentration, Doctor of Nursing Practice (p. 196)
- Nursing: Adult/Gerontology Acute Care/Family Nurse Practitioner Concentration, Master of Science (p. 198)
- Nursing: Adult/Gerontology Acute Care/Family Nurse Practitioner, Post Masters Certification (p. 200)
- Nursing: Nurse Educator Concentration, Joint Bachelor of Science/Master of Science (p. 202)
- Nursing: Nurse Educator Concentration, Master of Science (p. 203)
- Nursing: Nurse Manager & Leader Concentration, Master of Science (p. 205)
- Nursing: Population Health Concentration, Doctor of Nursing Practice (p. 206)
- Nursing: Psychiatric-Mental Health Nurse Practitioner Concentration, Doctor of Nursing Practice (p. 208)
- Nursing: Psychiatric-Mental Health Nurse Practitioner Concentration, Master of Science (p. 210)
- Nursing: Psychiatric-Mental Health Nurse Practitioner, Post Masters Certification (p. 212)

Nurse Educator, Certificate

This is for nurses that have a BSN.

Nurse Educator Certificates are for students who are looking to further their knowledge and skills for nursing education.

Students can apply these 9 credits to a master's degree to CSU Pueblo nursing.

Specific Program Requirements

This nine (9) credit online certificate program is open to any nurse with a BSN degree or higher who wants further their knowledge and skills for nursing education.

Course	Title	Credits
NSG 575	CURRICULUM DEVELOPMENT	3
NSG 576	INSTRUCTIONAL STRATEGIES	3
NSG 577	ASSESSMENT & EVALUATION	3

These certificate courses will transfer (six-year time limit) to the CSU Pueblo Master of Science in Nursing with Nurse Educator concentration.

Nurse Educator, Post Masters Certification

This program requires an MS in Nursing or higher.

Students seeking post Master's certification or DNP Degree 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. A student must complete a minimum of 16 postgraduate credit hours at CSU Pueblo to be eligible for a post masters certification.

Courses are the same as the Post Bachelor's Certificate, plus the NSG 583 and NSG 583L (135 teaching practicum hours).

Specific Admission Requirements
BSN or MS (Nursing) to DNP or Post Masters Certification

Students are responsible for following all admission policies and procedures as outlined in the *Graduate Studies* section of the University catalog.

1. Baccalaureate degree in nursing from an institution accredited by a regional accreditation agency (or equivalent).
2. Undergraduate BSN cumulative GPA of 3.0 or higher will consider courses with a graduate nursing GPA of 3.0 or higher.
3. Undergraduate statistics course with a grade of C or higher.
4. Application for admission to graduate programs in the university Office of Admission (admission to graduate programs does not constitute admission to the nursing graduate program).
5. Proof of active, unrestricted Colorado Registered Nurse license by the end of the first semester of the program.
6. Background check per Colorado Law (see application).
7. Current immunizations.
8. Current certification in CPR (Health Care Provider – C or equivalent).

9. Three letters of recommendation:
   a. Professional or Academic
   b. Clinical
   c. Other
10. Letter of intent that includes:
    a. Brief professional history
    b. Reason for pursuing advanced degree
    c. How applicant will manage work, home, and study
11. Curriculum Vitae

(Use the template located under *Graduate Nursing Student Application Instructions on the website*)

Preference for acceptance will be given to applicants who have:

1. 2000 Hours (1 year full-time) experience as a registered nurse (AGACNP, AGACNP/FNP and PMHNP emphases only).
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 a program, requirements prior to attending first class include:

1. Drug screen
2. Physical exam within last 12 months

The End Of Program Student Learning Outcomes:

1. Integrate evidence-based practice, ethical decision-making and technology into advanced nursing practice.
2. Utilize inter-professional collaboration to provide safe, quality patient-centered care.
3. Explore quality improvement initiatives that affect delivery of advanced practice nursing and health care services.

Program Requirements

Students seeking post masters' certification or DNP Degree 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. A student must complete a minimum of 16 postgraduate credit hours at CSU Pueblo 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. The student's plan is developed based on the academic course work already completed.

Nursing, Bachelor of Science in 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 ADN 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.

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.

Registered Nurse to Bachelor of Science in Nursing Option (RN-BSN or RN-MS)

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 final BSN course. A RN to MS option is available for students wanting a BSN and Masters degree. See the RN (ADN) to MS (Nursing-Nurse Educator) concentration in the catalog.

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.

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.

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 to that option.
- Students must follow their appropriate program option nursing course sequence plan. Exceptions are only by permission of the undergraduate nursing program coordinator.
- All nursing courses with corresponding labs must be completed in the same semester. Exceptions are only by permission of the undergraduate nursing program coordinator.

Licensure Examination

Students must complete all of the Bachelor of Science in Nursing requirements in order to be qualified to sit for the National Certification Licensure Examination.

Specific Admission Requirements

Undergraduate Admission Policies & Procedures

Students are responsible for all undergraduate admissions policies and procedures as outlined in the *Academic Policies* section of this catalog.

The BSN program is very competitive. If a student is not admitted to the BSN program they can complete the BS in Health Science which will prepare them for an accelerated nursing program, entry level Master degree in Nursing or graduate degrees in several other heath science oriented professions such as Public Health, Athletic Training, Nutrition, Physical Therapy, Occupational Therapy, and Healthcare Administration.

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 for enrollment in MATH 156. 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
All pre-nursing students will be Health Sciences majors with a pre-nursing concentration. 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, veteran status, first generation students, and residency in Southeastern Colorado. Only students admitted to the Nursing or Health Sciences majors are eligible to take nursing courses as indicated in their degree plan. 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 advisor.

Students will be notified via email 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 who are residents of another country 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 (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.

Undergraduate 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 and/or 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, students must have unconditional acceptance into the nursing program and follow their option degree plan, or register by permission of the nursing undergraduate program coordinator.

RN-BSN Admissions Requirements

1. Complete application to the nursing program.
2. Proof of active, unrestricted Colorado Registered Nurse license by the end of the first semester of the program. (or current enrollment in a Colorado Community College or a compact state ADN program)
3. Residency in a Colorado Nursing Compact State.
4. 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.

Degree Plus to Bachelor of Science in Nursing Accelerated (BSN) Option

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.

The degree-plus student is expected to meet with the pre-nursing advisor 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.

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.

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.

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.

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.
- Survey of nursing graduates.
- 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.

Specific Program Requirements

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 advisor and course coordinator to develop their plan. The elective concentrated clinical practicum is not an option for students enrolled in the accelerated BSN option.

Course	Title	Credits
Junior		
Summer		
NSG 372	CLINICAL PRACTICUM I	3
	Credits	3
Senior		
Spring		
NSG 472	CLINICAL PRACTICUM II	3
	Credits	3
	Total Credits	6

Basic BSN Option Program Plan

Course	Title	Credits
Freshman		
Fall		
ENG 101	RHETORIC & WRITING I	3
BIOL 223 & 223L	HUMAN PHYSIOLOGY AND ANATOMY I and HUMAN PHYSIOLOGY AND ANATOMY I LAB	4
COMR 103	SPEAKING AND LISTENING	3
PSYC 151	HUMAN DEVELOPMENT	3
World Language		3
	Credits	16
Spring		
BIOL 224 & 224L	HUMAN PHYSIOLOGY AND ANATOMY II and HUMAN PHYSIOLOGY AND ANATOMY II LAB	4
ENG 102	RHETORIC & WRITING II	3
CHEM 111	PRINCIPLES OF CHEMISTRY	3
CHEM 111L	PRINCIPLES OF CHEMISTRY LAB	1
MATH 156	INTRODUCTION TO STATISTICS	3
	Credits	14
Sophomore		
Fall		
BIOL 206 & 206L	INTRODUCTION TO MICROBIOLOGY and INTRODUCTION TO MICROBIOLOGY LAB	4
NSG 207	NURSING PATHOPHYSIOLOGY	3
History [1]		3
Humanities		3
Social Science		3
	Credits	16
Spring		
NSG 231	CONCEPTS FOR PROFESSIONAL NURSING	2
NSG 232 & 232L & 232S	FUNDAMENTALS OF NURSING CARE and FUNDAMENTALS OF NURSING CARE LAB and FUNDAMENTALS OF NURSING CARE SIM	7
NSG 302 & 302L	HEALTH PROMOTION AND ASSESSMENT and HEALTH PROMOTION AND ASSESSMENT LAB	3
NSG 308	PHARMACOLOGY IN NURSING PRACTICE	3
	Credits	15
Junior		
Fall		
NSG 331	HEALTHY AGING	2
NSG 351	EVIDENCE BASED NURSING PRACTICE	3
One of the following will be assigned:		6
NSG 312 & 312L & 312S	CARING FOR CHILDBEARING FAMILY and CARING FOR CHILDBEARING FAMILY LAB and NSG CARE CHILDBEARING FAMILY SIM	
NSG 332 & 332L & 332S	CARING FOR CHILDREN/FAMILIES and CARING FOR CHILDREN/FAMILIES LAB and CARING FOR CHILDREN/FAMILIES SIM	
NSG 382 & 382L & 382S	DYNAMICS OF BEHAVIORAL HEALTH and DYNAMICS OF BEHAVIORAL HEALTH LAB and DYNAMICS OF BEHAVIORAL HEALTH SIM	
	Credits	11
Spring		
NSG 322 & 322L & 322S	CARING FOR ADULTS I and CARING FOR ADULTS I LAB and CARING FOR ADULTS I SIMULATION	8
One of the following will be assigned:		6
NSG 312 & 312L & 312S	CARING FOR CHILDBEARING FAMILY and CARING FOR CHILDBEARING FAMILY LAB and NSG CARE CHILDBEARING FAMILY SIM	
NSG 332 & 332L & 332S	CARING FOR CHILDREN/FAMILIES and CARING FOR CHILDREN/FAMILIES LAB and CARING FOR CHILDREN/FAMILIES SIM	
NSG 371	HEALTHCARE INFORMATICS	
	Credits	14
Senior		
Fall		
NSG 420 & 420L & 420S	CARING FOR ADULTS II and CARING FOR ADULTS II LAB and CARING FOR ADULTS II SIMULATION	8
NSG 442 & 442L & 442S	GLOBAL PUBLIC HEALTH and GLOBAL PUBLIC HEALTH LAB and GLOBAL PUBLIC HEALTH SIMULATION	6
	Credits	14
Spring		
NSG 451	NURSING LEADERSHIP AND ISSUES	3
NSG 452 & 452L & 452S	SYNTHESIS OF NURSING PRACTICE and SYNTHESIS OF NURSING PRACTICE LAB and SYNTHESIS OF NURSING PRACTICE SIM	9
	Credits	12
	Total Credits	112

[1]   COMR 221 Interpersonal Communication (3 c.h.) will be accepted in lieu of COMR 103 Speaking and Listening (3 c.h.) but student must complete additional Gen Ed Humanities

[2]   May substitute CHEM 121 General Chemistry I (4.c.h.)/CHEM 121L General Chemistry Lab I (1 c.h.)

[3]   Per General Education Requirement

Degree Plus to BSN Accelerated Option

Course	Title	Credits
Summer		
NSG 231	CONCEPTS FOR PROFESSIONAL NURSING	2
NSG 232 & 232L & 232S	FUNDAMENTALS OF NURSING CARE and FUNDAMENTALS OF NURSING CARE LAB and FUNDAMENTALS OF NURSING CARE SIM	7
NSG 302 & 302L	HEALTH PROMOTION AND ASSESSMENT and HEALTH PROMOTION AND ASSESSMENT LAB	3
NSG 308	PHARMACOLOGY IN NURSING PRACTICE	3
NSG 331	HEALTHY AGING	2
Fall		
NSG 312 & 312L & 312S	CARING FOR CHILDBEARING FAMILY and CARING FOR CHILDBEARING FAMILY LAB and NSG CARE CHILDBEARING FAMILY SIM	6
NSG 322 & 322L & 322S	CARING FOR ADULTS I and CARING FOR ADULTS I LAB and CARING FOR ADULTS I SIMULATION	8
NSG 332 & 332L & 332S	CARING FOR CHILDREN/FAMILIES and CARING FOR CHILDREN/FAMILIES LAB and CARING FOR CHILDREN/FAMILIES SIM	6
Spring		
NSG 351	EVIDENCE BASED NURSING PRACTICE	3
NSG 382 & 382L & 382S	DYNAMICS OF BEHAVIORAL HEALTH and DYNAMICS OF BEHAVIORAL HEALTH LAB and DYNAMICS OF BEHAVIORAL HEALTH SIM	6
NSG 420 & 420L & 420S	CARING FOR ADULTS II and CARING FOR ADULTS II LAB and CARING FOR ADULTS II SIMULATION	8
NSG 371	HEALTHCARE INFORMATICS	2
Summer		
NSG 442 & 442L & 442S	GLOBAL PUBLIC HEALTH and GLOBAL PUBLIC HEALTH LAB and GLOBAL PUBLIC HEALTH SIMULATION	6
NSG 451	NURSING LEADERSHIP AND ISSUES	3
NSG 452 & 452L & 452S	SYNTHESIS OF NURSING PRACTICE and SYNTHESIS OF NURSING PRACTICE LAB and SYNTHESIS OF NURSING PRACTICE SIM	9
Total Credits		74

RN-BSN (Nursing) Degree Requirements (Online Only)

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, which will be posted the semester prior to anticipated graduation, 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. Students must provide evidence of RN licensure in order to enroll in NSG 453 SYNTHESIS FOR RN'S (4.00 c.h.) NSG 453L SYNTHESIS FOR RN'S LAB (5.00 c.h.)

RN-BSN Specific Requirements

Course	Title	Credits
Nursing Transfer/Credits through articulation		33
Prerequisite Courses		
ENG 101	RHETORIC & WRITING I	3
ENG 102	RHETORIC & WRITING II	3
COMR 103	SPEAKING AND LISTENING [1]	3
BIOL 206 & 206L	INTRODUCTION TO MICROBIOLOGY and INTRODUCTION TO MICROBIOLOGY LAB	4
BIOL 223 & 223L	HUMAN PHYSIOLOGY AND ANATOMY I and HUMAN PHYSIOLOGY AND ANATOMY I LAB	4
BIOL 224 & 224L	HUMAN PHYSIOLOGY AND ANATOMY II and HUMAN PHYSIOLOGY AND ANATOMY II LAB	4
CHEM 111 & 111L	PRINCIPLES OF CHEMISTRY and PRINCIPLES OF CHEMISTRY LAB [2]	4
MATH 156	INTRODUCTION TO STATISTICS	3
PSYC 151	HUMAN DEVELOPMENT	3.0
History [3]		3
NSG 207	NURSING PATHOPHYSIOLOGY	3
World Language [3]		3
Humanities [3]		3
Social Science [3]		3
Elective Credits		10-11
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 451	NURSING LEADERSHIP AND ISSUES	3
NSG 443	GLOBAL PUBLIC HEALTH NURSING FOR RN'S	3.0
NSG 443L	GLOBAL PUBLIC HEALTH NURSING LAB FOR RN'S	3.0
NSG 453 & 453L	SYNTHESIS FOR RN'S and SYNTHESIS FOR RN'S LAB	9
Total Credits		119-120

[1]   COMR 221 Interpersonal Communication (3 c.h.) will be accepted in lieu of COMR 103 Speaking and Listening (3 c.h.) but student must complete additional Gen Ed Humanities

[2]   May substitute CHEM 121 General Chemistry I (4 c.h.)/CHEM 121L General Chemistry Lab I (1 c.h.)

[3]   Per General Education Requirements

Specific Graduation Requirements

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.

Note: 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.

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Course	Title	Credits
Year 1		
Fall		
ENG 101	Rhetoric & Writing I (GT-CO1)	3
COMR 103	Speaking and Listening	3
PSYC 151	Human Development (GT-SS3)	3
BIOL 223	Human Physiology and Anatomy I (GT-SC2)	3
BIOL 223L	Human Physiology and Anatomy I Lab (GT-SC1)	1
Foreign Language		3
	Credits	16
Spring		
ENG 102	Rhetoric & Writing II (GT-CO2)	3
CHEM 111	Principles of Chemistry (GT-SC2)	3
CHEM 111L	Principles of Chemistry Lab (GT-SC1)	1
MATH 156	Introduction to Statistics (GT-MA1)	3
BIOL 224	Human Physiology and Anatomy II (GT-SC2)	3
BIOL 224L	Human Physiology and Anatomy II Lab (GT-SC1)	1
	Credits	14
Year 2		
Fall		
BIOL 206	Introduction to Microbiology	3
BIOL 206L	Introduction to Microbiology Lab	1
NSG 207	Nursing Pathophysiology	3
General Education		9
	Credits	16
Spring		
NSG 231	Concepts for Professional Nursing	2
NSG 232	Fundamentals of Nursing Care	3
NSG 232L	Fundamentals of Nursing Care Lab	3.5
NSG 232S	Fundamentals of Nursing Care Sim	0.5
NSG 302	Health Promotion and Assessment	2
NSG 302L	Health Promotion and Assessment Lab	1
NSG 308	Pharmacology in Nursing Practice	3
	Credits	15
Year 3		
Fall		
NSG 312 or NSG 332	Caring for Childbearing Family or Caring for Children/Families	3
NSG 312L or NSG 332L	Caring for Childbearing Family Lab or Caring for Children/Families Lab	2.5
NSG 312S or NSG 332S	NSG Care Childbearing Family Sim or Caring for Children/Families Sim	0.5
NSG 331	Healthy Aging	2
NSG 351	Evidence Based Nursing Practice	3

Course	Title	Credits
NSG 382	Dynamics of Behavioral Health	3
NSG 382L	Dynamics of Behavioral Health Lab	2.5
NSG 382S	Dynamics of Behavioral Health Sim	0.5
	Credits	17
Spring		
NSG 312 or NSG 332	Caring for Childbearing Family or Caring for Children/Families	3
NSG 312L or NSG 332L	Caring for Childbearing Family Lab or Caring for Children/Families Lab	2.5
NSG 312S or NSG 332S	NSG Care Childbearing Family Sim or Caring for Children/Families Sim	0.5
NSG 322	Caring for Adults I	4
NSG 322L	Caring for Adults I Lab	3.5
NSG 322S	Caring for Adults I Simulation	0.5
NSG 371	Healthcare Informatics	2
	Credits	16
Year 4		
Fall		
NSG 420	Caring For Adults II	4
NSG 420L	Caring for Adults II Lab	3
NSG 420S	Caring for Adults II Simulation	1
NSG 442	Global Public Health	3
NSG 442L	Global Public Health Lab	2.5
NSG 442S	Global Public Health Simulation	0.5
	Credits	14
Spring		
NSG 451	Nursing Leadership and Issues	3
NSG 452	Synthesis of Nursing Practice	4
NSG 452L	Synthesis of Nursing Practice Lab	4
NSG 452S	Synthesis of Nursing Practice Sim	1
	Credits	12
	Total Credits	120

Nursing: Adult/Gerontology Acute Care Nurse Practitioner Concentration, Doctor of Nursing Practice

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.

Some states require a specific master's degree to practice as a nurse practitioner; therefore, a concurrent Master of Science with a major in Nursing will be awarded with completion of the DNP.

The School of Nursing also offers the post graduate certificate for DNP-prepared nurses. The plan of study is individualized based on academic completion and requirements using a gap analysis evaluation.

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.

Acceptance of Transfer Credits

Transfer credit will be awarded per the published Graduate Programs section of the University catalog. A maximum of nine semester hours of transfer credits from an accredited institution may be applied to the degree with approval from the graduate nursing 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.

Accreditation

Effective December 12, 2019, the DNP nursing program at Colorado State University Pueblo School of Nursing located in Pueblo, CO is a candidate for initial accreditation by the Accreditation Commission for Education in Nursing. This candidacy status expires on December 12, 2021.

Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326
(404) 975-5000

Specific Admission Requirements

Students are responsible for following all admission policies and procedures as outlined in the Graduate Studies section of the University catalog.

1. Complete application to the nursing program.

2. Proof of active, unrestricted Colorado or Colorado Nursing Compact State Registered Nurse license for all MS and MS-DNP emphasis options or by the end of the first semester for the BSN-DNP emphases options).

3. Bachelor's degree in Nursing from an accredited university with a 3.0 GPA, or higher (MS, BSN-DNP and associate post-masters certificate options).

4. All prerequisites must be passed with a C or better (C- is not acceptable) including statistics, microbiology and chemistry. Students receiving a grade less than C in a nursing prerequisite course are not eligible for admission.

5. Master's degree in Nursing from an accredited university with a 3.0 GPA, or higher (MS-DNP Program and associate post-masters certificate options).

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 six months to one year

2. Eighty percent of employers' will express satisfaction with graduates' job performance.

DNP Graduate Student Learning Outcomes

At the completion of this program, graduates will be able to:

1. Integrate evidence-based practice, ethical decision making and technology into advanced nursing practice

2. Conduct scholarly inquiry to influence health outcomes of individuals, aggregates and populations

3. Organize interprofessional collaboration to provide safe, quality patient-centered care.

4. Assume a leadership role in transforming health care systems, policies and standards of care

Specific Program Requirements

Course	Title	Credits
Year 1		
Fall		
NSG 504	NSG WRITING & PRESENTATION SKILLS [1]	1
NSG 505	BIOSTATISTICS & RESEARCH	3
NSG 507	ADVANCED PRACTICE ROLES	2
NSG 508	ADVANCED PRACTICE THEORY	3
	Credits	9
Spring		
NSG 562	ADVANCED ASSESSMENT	2
NSG 562L	ADVANCED ASSESSMENT LAB	1
NSG 748	HEALTHCARE: ETHICS, LAW & POLICY	4
NSG 712	RESEARCH & EVIDENCE BASED PRACTICE	3
	Credits	10
Summer		
NSG 551	HEALTH PROMOTION	2
NSG 571	HEALTHCARE INFORMATICS	2
NSG 714	EPIDEMIOLOGY	3
	Credits	7
Year 2		
Fall		
NSG 552	ADVANCED PATHOPHYSIOLOGY	3
NSG 561	ADVANCED PHARMACOLOGY	3
NSG 716	HEALTH CARE BUSINESS & FINANCE	4
	Credits	10
Spring		
NSG 610	DIAGNOSTIC REASONING	2
NSG 613L	ACUTE CARE SKILLS LAB I	2
NSG 718	ORGANIZATIONAL & SYSTEMS LEADERSHIP	4
	Credits	8
Summer		
NSG 614L	ACUTE CARE SKILLS LAB II	1
NSG 641	ADULT/ GERONTOLOGY ACUTE CARE I	3
NSG 641L	AGACNP PRACTICUM I	1
NSG 801	DOCTOR OF NURSING PRACTICE SEMINAR	1
	Credits	6
Year 3		
Fall		
NSG 642	ADULT/ GERONTOLOGY ACUTE CARE II	2
NSG 642L	AGACNP PRACTICUM II	3
NSG 802	DNP PROJECT PRACTICUM I	3
	Credits	8
Spring		
NSG 643	ADULT/GERONTOLOGY ACUTE CARE III	2
NSG 643L	AGACNP PRACTICUM III	2
NSG 803	DNP PROJECT PRACTICUM II	3
	Credits	7
Summer		
NSG 644	ADULT/GERONTOLOGY ACUTE CARE IV	2
NSG 644L	AGACNP PRACTICUM IV	2

Course	Title	Credits
NSG 804	DNP PROJECT PRACTICUM III	2
	Credits	6
Year 4		
Fall		
NSG 645	ADULT/GERONTOLOGY ACUTE CARE V	1
NSG 645L	AGACNP PRACTICUM V	2
NSG 805	DNP PROJECT PRACTICUM IV	3
	Credits	6
Spring		
NSG 806L	FINAL DNP PRACTICUM AGACNP	6
	Credits	6
Optional		
NSG 810L	DNP PROJECT PRACTICUM	1
	Credits	1
	Total Credits	84

Course	Title	Credits
Total Lab Hours		**90**
Total AGACNP Practicum Semester Hours		**585**
Total DNP Practicum Hours		**540**
Total Practicum Hours		**1125**
Total Program Credits		**83**

Specific Graduation Requirements

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. Complete the university requirements for a master's degree.
4. Complete an approved DNP Project.

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Course	Title	Credits
Year 1		
Fall		
NSG 504	NSG Writing & Presentation Skills	1
NSG 505	Biostatistics & Research	3
NSG 507	Advanced Practice Roles	2
NSG 508	Advanced Practice Theory	3
	Credits	9
Spring		
NSG 562	Advanced Assessment	2
NSG 562L	Advanced Assessment Lab	1
NSG 712	Research & Evidence Based Practice	3
NSG 748	Healthcare: Ethics, Law & Policy	4
	Credits	10
Summer		
NSG 551	Health Promotion	2
NSG 571	Healthcare Informatics	2
NSG 714	Epidemiology	3
	Credits	7
Year 2		
Fall		
NSG 552	Advanced Pathophysiology	3
NSG 561	Advanced Pharmacology	3
NSG 716	Health Care Business & Finance	4
	Credits	10
Spring		
NSG 610	Diagnostic Reasoning	2
NSG 613L	Acute Care Skills Lab I	2
NSG 718	Organizational & Systems Leadership	4
	Credits	8
Summer		
NSG 614L	Acute Care Skills Lab II	1
NSG 641	Adult/ Gerontology Acute Care I	3
NSG 641L	AGACNP Practicum I	1
NSG 801	Doctor of Nursing Practice Seminar	1
	Credits	6
Year 3		
Fall		
NSG 642	Adult/ Gerontology Acute Care II	2
NSG 642L	AGACNP Practicum II	3
NSG 802	DNP Project Practicum I	3
	Credits	8
Spring		
NSG 643	Adult/Gerontology Acute Care III	2
NSG 643L	AGACNP Practicum III	2
NSG 803	DNP Project Practicum II	3
	Credits	7
Summer		
NSG 644	Adult/Gerontology Acute Care IV	2
NSG 644L	AGACNP Practicum IV	2
NSG 804	DNP Project Practicum III	2
	Credits	6
Year 4		
Fall		
NSG 645	Adult/Gerontology Acute Care V	1
NSG 645L	AGACNP Practicum V	2
NSG 805	DNP Project Practicum IV	3
	Credits	6
Spring		
NSG 806L	Final DNP Practicum AGACNP	6
	Credits	6
Optional		
NSG 810L	DNP Project Practicum (If needed after NSG 806L)	1
	Credits	1
	Total Credits	84

Nursing: Adult/Gerontology Acute Care Nurse Practitioner Concentration, Master of Science

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.

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.

Acceptance of Transfer Credits

Transfer credit will be awarded per the published Graduate Programs section of the University catalog. A maximum of nine semester hours of transfer credits from an accredited institution may be applied to the degree with approval from the graduate nursing 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.

Accreditation

Accredited by:

Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326
(404) 975-5000

Specific Admission Requirements

Students are responsible for following all admission policies and procedures as outlined in the Graduate Studies section of the University catalog.

1. Complete application to the nursing program.
2. Proof of active, unrestricted Colorado or Colorado Nursing Compact State Registered Nurse license for all MS and MS-DNP concentration options or by the end of the first semester for the BSN-DNP concentration options).
3. Bachelor's degree in Nursing from an accredited university with a 3.0 GPA, or higher (MS, BSN-DNP and associate post-masters certificate options).
4. All prerequisites must be passed with a C or better (C- is not acceptable) including statistics, microbiology and chemistry. Students receiving a grade less than C in a nursing prerequisite course are not eligible for admission.
5. Master's degree in Nursing from an accredited university with a 3.0 GPA, or higher (MS-DNP Program and associate post-masters certificate options).

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 six months to one year
2. Eighty percent of employers' will express satisfaction with graduates' job performance.

Expected Student Learning Outcomes for Masters Programs

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.

Specific Program Requirements

Course	Title	Credits
Year 1		
Fall		
NSG 504	NSG WRITING & PRESENTATION SKILLS	1
NSG 506	ROLES AND ISSUES	2
NSG 508	ADVANCED PRACTICE THEORY	3
NSG 552	ADVANCED PATHOPHYSIOLOGY	3
NSG 561	ADVANCED PHARMACOLOGY	3
	Credits	12
Spring		
NSG 512	RESEARCH & EVIDENCED BASED PRACTICE	3
NSG 562	ADVANCED ASSESSMENT	2
NSG 562L	ADVANCED ASSESSMENT LAB	1
NSG 610	DIAGNOSTIC REASONING	2
NSG 613L	ACUTE CARE SKILLS LAB I	2
	Credits	10
Summer		
NSG 551	HEALTH PROMOTION	2
NSG 571	HEALTHCARE INFORMATICS	2
NSG 614L	ACUTE CARE SKILLS LAB II	1
NSG 641	ADULT/ GERONTOLOGY ACUTE CARE I	3
NSG 641L	AGACNP PRACTICUM I	1
	Credits	9
Year 2		
Fall		
NSG 642	ADULT/ GERONTOLOGY ACUTE CARE II	2
NSG 642L	AGACNP PRACTICUM II	3
	Credits	5
Spring		
NSG 548	HEALTHCARE: ETHICS, LAW & POLICY	3
NSG 643	ADULT/GERONTOLOGY ACUTE CARE III	2
NSG 643L	AGACNP PRACTICUM III	2
NSG 646L	AGACNP PRACTICUM MS	1-3
	Credits	8-10
Summer		
NSG 644	ADULT/GERONTOLOGY ACUTE CARE IV	2
NSG 644L	AGACNP PRACTICUM IV	2
NSG 646L	AGACNP PRACTICUM MS	1-3
	Credits	5-7
Year 3		
Fall		
NSG 645	ADULT/GERONTOLOGY ACUTE CARE V	1
NSG 645L	AGACNP PRACTICUM V	2
NSG 646L	AGACNP PRACTICUM MS	1-3
	Credits	4-6
	Total Credits	53-59

Course	Title	Credits
Optional Courses		
NSG 505	BIOSTATISTICS & RESEARCH	3
NSG 575	CURRICULUM DEVELOPMENT	3
NSG 576	INSTRUCTIONAL STRATEGIES	3
NSG 577	ASSESSMENT & EVALUATION	3
NSG 593	THESIS SEMINAR	3
NSG 599	THESIS RESEARCH	3-6

Course	Title	Credits
Total Lab Hours		**120**
Total AGACNP Clinical Semester Hours		**585**
Total Program Credits		**52**
Optional Elective		**0-21**

NSG 504 NSG WRITING & PRESENTATION SKILLS (1.00 c.h.) is an optional elective to assist students in graduate writing.

NSG 646L AGACNP PRACTICUM MS (1.00 c.h.) is a variable credit course that all three credits must be completed.

NSG NSG 636L FNP PRACTICUM (1.00 c.h.) students must complete a total of 11 semester hours of Family Practicum, the recommended sequence to graduate in six semesters is:

NSG 593 THESIS SEMINAR (3.00 c.h.) & NSG 599 THESIS RESEARCH (1.00 c.h.) Thesis is one of three options to complete graduation requirements.

Specific Graduation Requirements

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.

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Course	Title	Credits
Year 1		
Fall		
NSG 506	Roles and Issues	2
NSG 508	Advanced Practice Theory	3
NSG 552	Advanced Pathophysiology	3
NSG 561	Advanced Pharmacology	3
	Credits	11
Spring		
NSG 512	Research & Evidenced Based Practice	3
NSG 562	Advanced Assessment	2
NSG 562L	Advanced Assessment Lab	1
NSG 610	Diagnostic Reasoning	2
NSG 613L	Acute Care Skills Lab I	2
	Credits	10
Summer		
NSG 551	Health Promotion	2
NSG 571	Healthcare Informatics	2
NSG 614L	Acute Care Skills Lab II	1
NSG 641	Adult/ Gerontology Acute Care I	3
NSG 641L	AGACNP Practicum I	1
	Credits	9
Year 2		
Fall		
NSG 642	Adult/ Gerontology Acute Care II	2
NSG 642L	AGACNP Practicum II	3
	Credits	5
Spring		
NSG 548	Healthcare: Ethics, Law & Policy	3
NSG 643	Adult/Gerontology Acute Care III	2
NSG 643L	AGACNP Practicum III	2
NSG 646L	AGACNP Practicum MS	1
	Credits	8
Summer		
NSG 644	Adult/Gerontology Acute Care IV	2
NSG 644L	AGACNP Practicum IV	2
NSG 646L	AGACNP Practicum MS (Continuation for MS Variable Credit)	1
	Credits	5
Year 3		
Fall		
NSG 645	Adult/Gerontology Acute Care V	1
NSG 645L	AGACNP Practicum V	2
NSG 646L	AGACNP Practicum MS (Continuation of varible MS credit)	1
	Credits	4
	Total Credits	52

Nursing: Adult/Gerontology Acute Care Nurse Practitioner, Post Masters Certification

Post MS AGACNP Certificate

The School of Nursing offers the post masters certificate for MS, MSN or doctorate prepared nurses. The plan of study is individualized based on academic completion and requirements using a gap analysis evaluation. 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.

Specific Admission Requirements

Students are responsible for following all admission policies and procedures as outlined in the Graduate Studies section of the University catalog.

1. Complete application to the nursing program.
2. Proof of active, unrestricted Colorado or Colorado Nursing Compact State Registered Nurse license for all MS and MS-DNP emphasis

options or by the end of the first semester for the BSN-DNP emphases options).

3. Bachelor's degree in Nursing from an accredited university with a 3.0 GPA, or higher (MS, BSN-DNP and associate post-masters certificate options).

4. All prerequisites must be passed with a C or better (C- is not acceptable) including statistics, microbiology and chemistry. Students receiving a grade less than C in a nursing prerequisite course are not eligible for admission.

5. Master's degree in Nursing from an accredited university with a 3.0 GPA, or higher (MS-DNP Program and associate post-masters certificate options).

BSN or MS (Nursing) to DNP or Post Masters Certificate

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. Undergraduate BSN cumulative GPA of 3.0 or higher will consider courses with a graduate nursing GPA of 3.0 or higher.

3. Undergraduate statistics course with a grade of C or higher.

4. Application for admission to graduate programs in the university Office of Admission (admission to graduate programs does not constitute admission to the nursing graduate program).

5. Proof of active, unrestricted Colorado Registered Nurse license by the end of the first semester of the program.

6. Background check per Colorado Law (see application).

7. Current immunizations.

8. Current certification in CPR (Health Care Provider – C or equivalent).

9. Three letters of recommendation:
    a. Professional or Academic
    b. Clinical
    c. Other

10. Letter of intent that includes:
    a. Brief professional history
    b. Reason for pursuing advanced degree
    c. How applicant will manage work, home, and study

11. Curriculum Vitae

(Use the template located under *Graduate Nursing Student Application Instructions on the website*)

Preference for acceptance will be given to applicants who have:

1. 2000 Hours (1 year full-time) experience as a registered nurse (AGACNP, AGACNP/FNP and PMHNP emphases only).

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 a program, requirements prior to attending first class include:

1. Drug screen

2. Physical exam within last 12 months

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 six months to one year

2. Eighty percent of employers' will express satisfaction with graduates' job performance.

Expected Student Learning Outcomes for Masters Programs

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.

Specific Program Requirements

Students seeking post masters' certificate or DNP Degree 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. A student must complete a minimum of 16 postgraduate credit hours at CSU-Pueblo to be eligible for a post masters certificate. Core courses must be completed to meet the mandates of the Colorado State Board of Nursing for Advanced Nursing Practice. A total of 585 clinical hours must be documented for each nurse practitioner emphasis. The student's plan is developed based on the academic course work already completed.

Minimum Required Courses

Course	Title	Credits
NSG 613L	ACUTE CARE SKILLS LAB I	2.00
NSG 614L	ACUTE CARE SKILLS LAB II	1.00
NSG 641	ADULT/ GERONTOLOGY ACUTE CARE I	3.00
NSG 641L	AGACNP PRACTICUM I	1.00
NSG 642	ADULT/ GERONTOLOGY ACUTE CARE II	2.00
NSG 642L	AGACNP PRACTICUM II	3.00
NSG 643	ADULT/GERONTOLOGY ACUTE CARE III	2.00
NSG 643L	AGACNP PRACTICUM III	2.00
NSG 644	ADULT/GERONTOLOGY ACUTE CARE IV	2.00
NSG 644L	AGACNP PRACTICUM IV	2.00
NSG 645	ADULT/GERONTOLOGY ACUTE CARE V	1.00
NSG 645L	AGACNP PRACTICUM V	2.00
NSG 646L	AGACNP PRACTICUM MS	1.00

Minimum Required Courses

Course	Title	Credits
NSG 613L	Acute Care Skills Lab I	2
NSG 614L	Acute Care Skills Lab II	1
NSG 641	Adult/ Gerontology Acute Care I	3

NSG 641L	AGACNP Practicum I	1
NSG 642	Adult/ Gerontology Acute Care II	2
NSG 642L	AGACNP Practicum II	3
NSG 643	Adult/Gerontology Acute Care III	2
NSG 643L	AGACNP Practicum III	2
NSG 644	Adult/Gerontology Acute Care IV	2
NSG 644L	AGACNP Practicum IV	2
NSG 645	Adult/Gerontology Acute Care V	1
NSG 645L	AGACNP Practicum V	2
NSG 646L	AGACNP Practicum MS	1-3

Nursing: Adult/Gerontology Acute Care/Family Nurse Practitioner Concentration, Doctor of Nursing Practice

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.

Some states require a specific master's degree to practice as a nurse practitioner; therefore, a concurrent Master of Science with a major in Nursing will be awarded with completion of the DNP.

The School of Nursing also offers the post graduate certificate for DNP-prepared nurses. The plan of study is individualized based on academic completion and requirements using a gap analysis evaluation.

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.

Acceptance of Transfer Credits

Transfer credit will be awarded per the published Graduate Programs section of the University catalog. A maximum of nine semester hours of transfer credits from an accredited institution may be applied to the degree with approval from the graduate nursing 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.

Accreditation

Effective December 12, 2019, the DNP nursing program at Colorado State University Pueblo School of Nursing located in Pueblo, CO is a candidate for initial accreditation by the Accreditation Commission for Education in Nursing. This candidacy status expires on December 12, 2021.

Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326

(404) 975-5000

Specific Admission Requirements

Students are responsible for following all admission policies and procedures as outlined in the Graduate Studies section of the University catalog.

1. Complete application to the nursing program.
2. Proof of active, unrestricted Colorado or Colorado Nursing Compact State Registered Nurse license for all MS and MS-DNP emphasis options or by the end of the first semester for the BSN-DNP emphases options).
3. Bachelor's degree in Nursing from an accredited university with a 3.0 GPA, or higher (MS, BSN-DNP and associate post-masters certificate options).
4. All prerequisites must be passed with a C or better (C- is not acceptable) including statistics, microbiology and chemistry. Students receiving a grade less than C in a nursing prerequisite course are not eligible for admission.
5. Master's degree in Nursing from an accredited university with a 3.0 GPA, or higher (MS-DNP Program and associate post-masters certificate options).

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 six months to one year
2. Eighty percent of employers' will express satisfaction with graduates' job performance.

DNP Graduate Student Learning Outcomes

At the completion of this program, graduates will be able to:

1. Integrate evidence-based practice, ethical decision making and technology into advanced nursing practice
2. Conduct scholarly inquiry to influence health outcomes of individuals, aggregates and populations
3. Organize interprofessional collaboration to provide safe, quality patient-centered care.
4. Assume a leadership role in transforming health care systems, policies and standards of care

Specific Program Requirements

Course	Title	Credits
Year 1		
Fall		
NSG 504	NSG WRITING & PRESENTATION SKILLS [1]	1
NSG 505	BIOSTATISTICS & RESEARCH	3
NSG 507	ADVANCED PRACTICE ROLES	2
NSG 508	ADVANCED PRACTICE THEORY	3
	Credits	9
Spring		
NSG 562	ADVANCED ASSESSMENT	2

Course	Title	Credits
NSG 562L	ADVANCED ASSESSMENT LAB	1
NSG 748	HEALTHCARE: ETHICS, LAW & POLICY	4
NSG 712	RESEARCH & EVIDENCE BASED PRACTICE	3
	Credits	10
Summer		
NSG 551	HEALTH PROMOTION	2
NSG 571	HEALTHCARE INFORMATICS	2
NSG 714	EPIDEMIOLOGY	3
	Credits	7
Year 2		
Fall		
NSG 552	ADVANCED PATHOPHYSIOLOGY	3
NSG 561	ADVANCED PHARMACOLOGY	3
NSG 716	HEALTH CARE BUSINESS & FINANCE	4
	Credits	10
Spring		
NSG 610	DIAGNOSTIC REASONING	2
NSG 613L	ACUTE CARE SKILLS LAB I	2
NSG 718	ORGANIZATIONAL & SYSTEMS LEADERSHIP	4
	Credits	8
Summer		
NSG 614L	ACUTE CARE SKILLS LAB II	1
NSG 641	ADULT/ GERONTOLOGY ACUTE CARE I	3
NSG 641L	AGACNP PRACTICUM I	1
NSG 661	FAMILY I	2
NSG 636L	FNP PRACTICUM [1]	1-13
NSG 801	DOCTOR OF NURSING PRACTICE SEMINAR	1
	Credits	9-21
Year 3		
Fall		
NSG 642	ADULT/ GERONTOLOGY ACUTE CARE II	2
NSG 642L	AGACNP PRACTICUM II	3
NSG 662	FAMILY II	2
NSG 636L	FNP PRACTICUM [1]	1-13
NSG 802	DNP PROJECT PRACTICUM I	3
	Credits	11-23
Spring		
NSG 643	ADULT/GERONTOLOGY ACUTE CARE III	2
NSG 643L	AGACNP PRACTICUM III	2
NSG 663	FAMILY III	2
NSG 636L	FNP PRACTICUM [1]	1-13
NSG 803	DNP PROJECT PRACTICUM II	3
	Credits	10-22
Summer		
NSG 644	ADULT/GERONTOLOGY ACUTE CARE IV	2
NSG 644L	AGACNP PRACTICUM IV	2
NSG 664	FAMILY IV	1
NSG 636L	FNP PRACTICUM [1]	1-13
NSG 804	DNP PROJECT PRACTICUM III	2
	Credits	8-20
Year 4		
Fall		
NSG 645	ADULT/GERONTOLOGY ACUTE CARE V	1
NSG 645L	AGACNP PRACTICUM V	2
NSG 665	FAMILY V	1
NSG 636L	FNP PRACTICUM [1]	1-13
NSG 805	DNP PROJECT PRACTICUM IV	3
	Credits	8-20
Spring		
NSG 807L	FINAL DNP PRACTICUM AGACNP/FNP	10
	Credits	10

Optional		
NSG 636L	FNP PRACTICUM [1]	1-13
NSG 810L	DNP PROJECT PRACTICUM	1
	Credits	2-14
	Total Credits	102-174

Course	Title	Credits
Total Lab Hours		**90**
Total AGACNP Practicum Hours		**585**
Total FNP Practicum Hours		**585**
Total DNP Practicum Hours		**540**
Total Practicum Hours		**1710**
Total Program Credita		**104**

[1] Family Nurse Practitioner students must complete a total of 13 semester hours of Family Practicum, the recommended sequence to graduate in eleven semesters is: Summer (Year 2) NSG 636L FNP PRACTICUM (1.00 c.h.) – 1 semester hours, /Fall (Year 3) NSG 636L – 2 semester hours /Spring (Year 3) NSG 636L FNP PRACTICUM (1.00 c.h.) – 2 semester hours, /Summer (Year 3) NSG 636L FNP PRACTICUM (1.00 c.h.) – 1 semester hours. /Fall (Year 4) NSG 636L FNP PRACTICUM (1.00 c.h.)-2 semester hours/Spring (Year 4) NSG 807L FINAL DNP PRACTICUM AGACNP/FNP (10.00 c.h.)-4 semester hours. Students are required to take a minimum of 1 semester hour of Family Practicum starting summer of Year 2, a change to the degree plan must be approved by the Graduate Nursing Program Coordinator.

Specific Graduation Requirements

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. Complete the university requirements for a master's degree.
4. Complete an approved DNP Project.

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Course	Title	Credits
Year 1		
Fall		
NSG 504	NSG Writing & Presentation Skills	1
NSG 505	Biostatistics & Research	3
NSG 507	Advanced Practice Roles	2
NSG 508	Advanced Practice Theory	3
	Credits	9
Spring		
NSG 562	Advanced Assessment	2
NSG 562L	Advanced Assessment Lab	1
NSG 712	Research & Evidence Based Practice	3

NSG 748	Healthcare: Ethics, Law & Policy	4
	Credits	10
Summer		
NSG 551	Health Promotion	2
NSG 571	Healthcare Informatics	2
NSG 714	Epidemiology	3
	Credits	7
Year 2		
Fall		
NSG 552	Advanced Pathophysiology	3
NSG 561	Advanced Pharmacology	3
NSG 716	Health Care Business & Finance	4
	Credits	10
Spring		
NSG 610	Diagnostic Reasoning	2
NSG 613L	Acute Care Skills Lab I	2
NSG 718	Organizational & Systems Leadership	4
	Credits	8
Summer		
NSG 614L	Acute Care Skills Lab II	1
NSG 641	Adult/ Gerontology Acute Care I	3
NSG 641L	AGACNP Practicum I	1
NSG 661	Family I	2
NSG 636L	FNP Practicum	1
NSG 801	Doctor of Nursing Practice Seminar	1
	Credits	9
Year 3		
Fall		
NSG 636L	FNP Practicum (Continuation of Family Practicum)	2
NSG 642	Adult/ Gerontology Acute Care II	2
NSG 642L	AGACNP Practicum II	3
NSG 662	Family II	2
NSG 802	DNP Project Practicum I	3
	Credits	12
Spring		
NSG 636L	FNP Practicum (Continuation of Family Practicum)	2
NSG 643	Adult/Gerontology Acute Care III	2
NSG 643L	AGACNP Practicum III	2
NSG 663	Family III	2
NSG 803	DNP Project Practicum II	3
	Credits	11
Summer		
NSG 636L	FNP Practicum (Continuation of Family Practicum)	2
NSG 644	Adult/Gerontology Acute Care IV	2
NSG 644L	AGACNP Practicum IV	2
NSG 664	Family IV	1
NSG 804	DNP Project Practicum III	2
	Credits	9
Year 4		
Fall		
NSG 636L	FNP Practicum (Continuation of Family Practicum)	2
NSG 645	Adult/Gerontology Acute Care V	1
NSG 645L	AGACNP Practicum V	2
NSG 665	Family V	1
NSG 805	DNP Project Practicum IV	3
	Credits	9
Spring		
NSG 807L	Final DNP Practicum AGACNP/FNP	10
	Credits	10
Optional		
NSG 810L	DNP Project Practicum	1

NSG 636L	FNP Practicum (If not completed)	1-13
	Credits	2-14
	Total Credits	106-118

Nursing: Adult/Gerontology Acute Care/Family Nurse Practitioner Concentration, Master of Science

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.

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.

Acceptance of Transfer Credits

Transfer credit will be awarded per the published Graduate Programs section of the University catalog. A maximum of nine semester hours of transfer credits from an accredited institution may be applied to the degree with approval from the graduate nursing 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.

Accreditation

Accredited by:

Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326
(404) 975-5000

Specific Admission Requirements

Students are responsible for following all admission policies and procedures as outlined in the Graduate Studies section of the University catalog.

1. Complete application to the nursing program.
2. Proof of active, unrestricted Colorado or Colorado Nursing Compact State Registered Nurse license for all MS and MS-DNP concentration options or by the end of the first semester for the BSN-DNP concentration options).
3. Bachelor's degree in Nursing from an accredited university with a 3.0 GPA, or higher (MS, BSN-DNP and associate post-masters certificate options).
4. All prerequisites must be passed with a C or better (C- is not acceptable) including statistics, microbiology and chemistry. Students receiving a grade less than C in a nursing prerequisite course are not eligible for admission.

5. Master's degree in Nursing from an accredited university with a 3.0 GPA, or higher (MS-DNP Program and associate post-masters certificate options).

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 six months to one year
2. Eighty percent of employers' will express satisfaction with graduates' job performance.

Expected Student Learning Outcomes for Masters Programs

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.

Specific Program Requirements

Course	Title	Credits
Year 1		
Fall		
NSG 504	NSG WRITING & PRESENTATION SKILLS	1
NSG 506	ROLES AND ISSUES	2
NSG 508	ADVANCED PRACTICE THEORY	3
NSG 552	ADVANCED PATHOPHYSIOLOGY	3
NSG 561	ADVANCED PHARMACOLOGY	3
	Credits	12
Spring		
NSG 512	RESEARCH & EVIDENCED BASED PRACTICE	3
NSG 562	ADVANCED ASSESSMENT	2
NSG 562L	ADVANCED ASSESSMENT LAB	1
NSG 610	DIAGNOSTIC REASONING	2
NSG 613L	ACUTE CARE SKILLS LAB I	2
	Credits	10
Summer		
NSG 551	HEALTH PROMOTION	2
NSG 571	HEALTHCARE INFORMATICS	2
NSG 614L	ACUTE CARE SKILLS LAB II	1
NSG 641	ADULT/ GERONTOLOGY ACUTE CARE I	3
NSG 641L	AGACNP PRACTICUM I	1
NSG 661	FAMILY I	2
	Credits	11
Year 2		
Fall		
NSG 642	ADULT/ GERONTOLOGY ACUTE CARE II	2
NSG 642L	AGACNP PRACTICUM II	3
NSG 662	FAMILY II	2
NSG 636L	FNP PRACTICUM	3
	Credits	10

Course	Title	Credits
Spring		
NSG 548	HEALTHCARE: ETHICS, LAW & POLICY	3
NSG 643	ADULT/GERONTOLOGY ACUTE CARE III	2
NSG 643L	AGACNP PRACTICUM III	2
NSG 646L	AGACNP PRACTICUM MS	1-3
NSG 663	FAMILY III	2
NSG 636L	FNP PRACTICUM	3
	Credits	13-15
Summer		
NSG 644	ADULT/GERONTOLOGY ACUTE CARE IV	2
NSG 644L	AGACNP PRACTICUM IV	2
NSG 646L	AGACNP PRACTICUM MS	1-3
NSG 664	FAMILY IV	1
NSG 636L	FNP PRACTICUM	3
	Credits	9-11
Year 3		
Fall		
NSG 645	ADULT/GERONTOLOGY ACUTE CARE V	1
NSG 645L	AGACNP PRACTICUM V	2
NSG 646L	AGACNP PRACTICUM MS	1-3
NSG 665	FAMILY V	1
NSG 636L	FNP PRACTICUM	3
	Credits	8-10
	Total Credits	73-79

Course	Title	Credits
Optional Courses		
NSG 505	BIOSTATISTICS & RESEARCH	3
NSG 575	CURRICULUM DEVELOPMENT	3
NSG 576	INSTRUCTIONAL STRATEGIES	3
NSG 577	ASSESSMENT & EVALUATION	3
NSG 593	THESIS SEMINAR	3
NSG 599	THESIS RESEARCH	3-6

Course	Title	Credits
Total Required Family Clinical Hours		**585**
Total AGACNP Clinical Hours		**585**
Total Clinical Hours		**1170**
Total Lab Hours		**120**
Total Required Credit Hours		**73**
Optional Elective		**0-21**

NSG 504 NSG WRITING & PRESENTATION SKILLS (1.00 c.h.) is an optional elective to assist students in graduate writing.

NSG 646L AGACNP PRACTICUM MS (1.00 c.h.) is a variable credit course that all three credits must be completed.

NSG 636L FNP PRACTICUM (1.00 c.h.) 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 636L FNP PRACTICUM (1.00 c.h.) – 4 semester hours, Spring (Year 2) NSG 636L FNP PRACTICUM (1.00 c.h.) – 4 semester hours and Summer (Year 2) NSG 636L FNP PRACTICUM (1.00 c.h.) – 3 semester hours.

NSG 593 THESIS SEMINAR (3.00 c.h.) & NSG 599 THESIS RESEARCH (1.00 c.h.) Thesis is one of three options to complete graduation requirements.

Specific Graduation Requirements

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.

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Course	Title	Credits
Year 1		
Fall		
NSG 506	Roles and Issues	2
NSG 508	Advanced Practice Theory	3
NSG 552	Advanced Pathophysiology	3
NSG 561	Advanced Pharmacology	3
	Credits	11
Spring		
NSG 512	Research & Evidenced Based Practice	3
NSG 562	Advanced Assessment	2
NSG 562L	Advanced Assessment Lab	1
NSG 610	Diagnostic Reasoning	2
NSG 613L	Acute Care Skills Lab I	2
	Credits	10
Summer		
NSG 551	Health Promotion	2
NSG 571	Healthcare Informatics	2
NSG 614L	Acute Care Skills Lab II	1
NSG 641	Adult/ Gerontology Acute Care I	3
NSG 641L	AGACNP Practicum I	1
NSG 661	Family I	2
	Credits	11
Year 2		
Fall		
NSG 642	Adult/ Gerontology Acute Care II	2
NSG 642L	AGACNP Practicum II	3
NSG 662	Family II	2
NSG 636L	FNP Practicum	3
	Credits	10
Spring		
NSG 548	Healthcare: Ethics, Law & Policy	3
NSG 643	Adult/Gerontology Acute Care III	2
NSG 643L	AGACNP Practicum III	2
NSG 646L	AGACNP Practicum MS	1
NSG 663	Family III	2
NSG 636L	FNP Practicum	3
	Credits	13
Summer		
NSG 636L	FNP Practicum	3
NSG 644	Adult/Gerontology Acute Care IV	2
NSG 644L	AGACNP Practicum IV	2
NSG 646L	AGACNP Practicum MS	1
NSG 664	Family IV	1
	Credits	9
Year 3		
Fall		
NSG 636L	FNP Practicum	4
NSG 645	Adult/Gerontology Acute Care V	1
NSG 645L	AGACNP Practicum V	2
NSG 646L	AGACNP Practicum MS	1
NSG 665	Family V	1
	Credits	9
	Total Credits	73

Nursing: Adult/Gerontology Acute Care/Family Nurse Practitioner, Post Masters Certification

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.

Specific Admission Requirements

Students are responsible for following all admission policies and procedures as outlined in the Graduate Studies section of the University catalog.

1. Complete application to the nursing program.
2. Proof of active, unrestricted Colorado or Colorado Nursing Compact State Registered Nurse license for all MS and MS-DNP emphasis options or by the end of the first semester for the BSN-DNP emphases options).
3. Bachelor's degree in Nursing from an accredited university with a 3.0 GPA, or higher (MS, BSN-DNP and associate post-masters certificate options).
4. All prerequisites must be passed with a C or better (C- is not acceptable) including statistics, microbiology and chemistry. Students receiving a grade less than C in a nursing prerequisite course are not eligible for admission.
5. Master's degree in Nursing from an accredited university with a 3.0 GPA, or higher (MS-DNP Program and associate post-masters certificate options).

BSN or MS (Nursing) to DNP or Post Masters Certificate

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. Undergraduate BSN cumulative GPA of 3.0 or higher will consider courses with a graduate nursing GPA of 3.0 or higher.

3. Undergraduate statistics course with a grade of C or higher.

4. Application for admission to graduate programs in the university Office of Admission (admission to graduate programs does not constitute admission to the nursing graduate program).

5. Proof of active, unrestricted Colorado Registered Nurse license by the end of the first semester of the program.

6. Background check per Colorado Law (see application).

7. Current immunizations.

8. Current certification in CPR (Health Care Provider – C or equivalent).

9. Three letters of recommendation:
   a. Professional or Academic
   b. Clinical
   c. Other

10. Letter of intent that includes:
    a. Brief professional history
    b. Reason for pursuing advanced degree
    c. How applicant will manage work, home, and study

11. Curriculum Vitae

(Use the template located under *Graduate Nursing Student Application Instructions on the website*)

Preference for acceptance will be given to applicants who have:

1. 2000 Hours (1 year full-time) experience as a registered nurse (AGACNP, AGACNP/FNP and PMHNP emphases only).

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 a program, requirements prior to attending first class include:

1. Drug screen

2. Physical exam within last 12 months

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 six months to one year

2. Eighty percent of employers' will express satisfaction with graduates' job performance.

Expected Student Learning Outcomes for Masters Programs

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.

Specific Program Requirements

Students seeking post masters' certificate or DNP Degree 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. A student must complete a minimum of 16 postgraduate credit hours at CSU Pueblo to be eligible for a post masters certificate. Core courses must be completed to meet the mandates of the Colorado State Board of Nursing for Advanced Nursing Practice. A total of 585 clinical hours must be documented for each nurse practitioner concentration. The student's plan is developed based on the academic course work already completed.

Minimum Required Courses

See masters AGACNP/FNP for complete curriculum requirements.

Course	Title	Credits
NSG 613L	ACUTE CARE SKILLS LAB I	2.00
NSG 614L	ACUTE CARE SKILLS LAB II	1.00
NSG 636L	FNP PRACTICUM	1.00
NSG 641	ADULT/ GERONTOLOGY ACUTE CARE I	3.00
NSG 641L	AGACNP PRACTICUM I	1.00
NSG 642	ADULT/ GERONTOLOGY ACUTE CARE II	2.00
NSG 642L	AGACNP PRACTICUM II	3.00
NSG 643	ADULT/GERONTOLOGY ACUTE CARE III	2.00
NSG 643L	AGACNP PRACTICUM III	2.00
NSG 644	ADULT/GERONTOLOGY ACUTE CARE IV	2.00
NSG 644L	AGACNP PRACTICUM IV	2.00
NSG 645	ADULT/GERONTOLOGY ACUTE CARE V	1.00
NSG 645L	AGACNP PRACTICUM V	2.00
NSG 646L	AGACNP PRACTICUM MS	1.00
NSG 661	FAMILY I	2.00
NSG 662	FAMILY II	2.00
NSG 663	FAMILY III	2.00
NSG 664	FAMILY IV	1.00
NSG 665	FAMILY V	1.00

Minimum Required Courses

See masters AGACNP/FNP for complete curriculum requirements.

Course	Title	Credits
NSG 613L	Acute Care Skills Lab I	2
NSG 614L	Acute Care Skills Lab II	1
NSG 636L	FNP Practicum	1-13
NSG 641	Adult/ Gerontology Acute Care I	3
NSG 641L	AGACNP Practicum I	1
NSG 642	Adult/ Gerontology Acute Care II	2
NSG 642L	AGACNP Practicum II	3
NSG 643	Adult/Gerontology Acute Care III	2
NSG 643L	AGACNP Practicum III	2
NSG 644	Adult/Gerontology Acute Care IV	2
NSG 644L	AGACNP Practicum IV	2
NSG 645	Adult/Gerontology Acute Care V	1

NSG 645L	AGACNP Practicum V	2
NSG 646L	AGACNP Practicum MS	1-3
NSG 661	Family I	2
NSG 662	Family II	2
NSG 663	Family III	2
NSG 664	Family IV	1
NSG 665	Family V	1

Nursing: Nurse Educator Concentration, Joint Bachelor of Science/Master of Science

The School of Nursing offers the Master of Science degree with a major in nursing concentration Nurse Educator. Master's-prepared nurses may complete a post graduate certificate in the nurse educator concentration. 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. 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 concentration. The following courses are required.

RN (ADN) to MS (Nursing-Nurse Educator) Concentration

Associate degree RNs may apply for a continuous pathway to receive the BSN and the MS (Nursing) in the Nurse Educator concentration. Students who have completed all of the BSN prerequisites can complete their bachelor's and master's degree in 48 credits.

The RN to MS 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 MS program and begin taking select bachelor and master level courses.

This allows them to move seamlessly from the associate degree program through the bachelor's and master's degree program. These students must pass the NCLEX-RN and be licensed in order to take the remaining master's courses.

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 and MS courses students are eligible for escrow credits through articulation.

Accreditation

Accredited by:

Accreditation Commission for Education in Nursing (ACEN)
3343 Peachtree Road NE, Suite 850
Atlanta, Georgia 30326
Phone: (404) 975-5000
Fax: (404) 975-5020

Specific Admission Requirements

Students are responsible for following all admission policies and procedures as outlined in the Graduate Studies section of the University catalog.

1. Complete application to the nursing program.
2. Proof of active, unrestricted Colorado Registered Nurse license or current enrollment in a Colorado Community College or a compact state ADN program
3. Residency in a Colorado Nursing Compact State.
4. All prerequisites must be passed with a C or better (C- is not acceptable) including statistics, microbiology and chemistry. Students receiving a grade less than C in a nursing prerequisite course are not eligible for admission.

If accepted into a program, CastleBranch requirements must be completed by the end of the first class semester. These requirements include the following:

1. CV/Resume
2. Drug screen
3. Background check per Colorado law
4. Physical exam within the last 12 months
5. NSO student malpractice insurance
6. Current immunizations
7. Current certification in CPR (Health Care Provider - C or equivalent)
8. Nursing Program Enrollment Agreement
9. CSU Pueblo Consent Forms
10. Major/concentration specific requirements

Specific Program Requirements

The student must confer with the RN-MS (Nursing) advisor to develop a degree plan. The RN-MS option will include 33 escrow credit hours (see the Academic Policies section of the catalog), which will be posted the semester prior to anticipated graduation, 57 credit hours of prerequisite or co-requisite courses and 48 credit hours of nursing and approved elective courses for a total of 138 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/MS option.

Specific Prerequisite Requirements

Course	Title	Credits
ENG 101	RHETORIC & WRITING I	3
ENG 102	RHETORIC & WRITING II	3

COMR 103	SPEAKING AND LISTENING [1]	3
BIOL 206	INTRODUCTION TO MICROBIOLOGY	3
BIOL 206L	INTRODUCTION TO MICROBIOLOGY LAB	1
BIOL 223	HUMAN PHYSIOLOGY AND ANATOMY I	3
BIOL 223L	HUMAN PHYSIOLOGY AND ANATOMY I LAB	1
BIOL 224	HUMAN PHYSIOLOGY AND ANATOMY II	3
BIOL 224L	HUMAN PHYSIOLOGY AND ANATOMY II LAB	1
CHEM 111	PRINCIPLES OF CHEMISTRY [2]	3
CHEM 111L	PRINCIPLES OF CHEMISTRY LAB [2]	1
MATH 156	INTRODUCTION TO STATISTICS	3
PSYC 151	HUMAN DEVELOPMENT	3.0
NSG 207	NURSING PATHOPHYSIOLOGY (or BIO 266 from a Colorado CC)	3-4
General Education: History		3
General Education: World Language		3
General Education: Humanities		3
General Education: Social Science		3
Electives		10-11

[1] COMR 221 INTERPERSONAL COMMUNICATION (3.00 c.h.) will be accepted in lieu of COMR 103 SPEAKING AND LISTENING (3.00 c.h.) but students must complete additional Gen Ed Humanities.

[2] May substitute CHEM 121 GENERAL CHEMISTRY I (4.0 c.h.)/CHEM 121L GENERAL CHEMISTRY LAB I (1.00 c.h.)

Specific Concentration Requirements

Course	Title	Credits
Nursing Transfer/Credit through articulation		**33**
Prerequisite Courses		**57**
RN-MS (Nursing) Courses		
NSG 309	PROFESSIONAL NURSING PRACTICE	4
NSG 311	INTEGRATION OF QSEN FOR NURSES	3
NSG 371	HEALTHCARE INFORMATICS	2
NSG 451	NURSING LEADERSHIP AND ISSUES	3
NSG 443	GLOBAL PUBLIC HEALTH NURSING FOR RN'S	3.0
NSG 443L	GLOBAL PUBLIC HEALTH NURSING LAB FOR RN'S	3.0
NSG 512	RESEARCH & EVIDENCED BASED PRACTICE	3
NSG 548	HEALTHCARE: ETHICS, LAW & POLICY	3
NSG 551	HEALTH PROMOTION	2
NSG 552	ADVANCED PATHOPHYSIOLOGY	3
NSG 561	ADVANCED PHARMACOLOGY	3
NSG 562 & 562L	ADVANCED ASSESSMENT and ADVANCED ASSESSMENT LAB	3
NSG 575	CURRICULUM DEVELOPMENT	3
NSG 576	INSTRUCTIONAL STRATEGIES	3
NSG 577	ASSESSMENT & EVALUATION	3
NSG 583 & 583L	NURSE EDUCATOR SEMINAR and NURSE EDUCATOR PRACTICUM	4
Total Credits		138

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.

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Course	Title	Credits
Year 1		
NSG 309	Professional Nursing Practice	4
NSG 311	Integration of QSEN for Nurses	3
NSG 371	Healthcare Informatics	2
NSG 443	Global Public Health Nursing for RN's (NSG 512 replaces NSG 351 as a prerequesite)	3
NSG 443L	Global Public Health Nursing Lab for RN's (NSG 512 replaces NSG 351 as a prerequesite)	3
NSG 451	Nursing Leadership and Issues	3
NSG 512	Research & Evidenced Based Practice	3
	Credits	21
Year 2		
NSG 548	Healthcare: Ethics, Law & Policy	3
NSG 551	Health Promotion	2
NSG 552	Advanced Pathophysiology	3
NSG 561	Advanced Pharmacology	3
NSG 562	Advanced Assessment	2
NSG 562L	Advanced Assessment Lab	1
NSG 575	Curriculum Development	3
NSG 576	Instructional Strategies	3
NSG 577	Assessment & Evaluation	3
NSG 583	Nurse Educator Seminar (Must be completed in the final semsester)	1
NSG 583L	Nurse Educator Practicum (Must be completed in the final semsester)	3
	Credits	27
	Total Credits	48

Nursing: Nurse Educator Concentration, Master of Science

MS Nurse Educator

The School of Nursing offers the Master of Science degree with a major in nursing concentration Nurse Educator. Master's-prepared nurses may complete a post graduate certificate in the nurse educator concentration. 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. The graduate will be eligible to apply for the National League for Nursing Certified

Nurse Educator Examination. Master's-prepared nurses may complete a post graduate certificate in the nurse educator concentration.

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.

Acceptance of Transfer Credits

Transfer credit will be awarded per the published Graduate Programs section of the University catalog. Up to 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.

Accreditation

Accredited by:

Accreditation Commission for Education in Nursing (ACEN)
3343 Peachtree Road NE, Suite 850
Atlanta, Georgia 30326
Phone: (404) 975-5000
Fax: (404) 975-5020

Specific Admission Requirements

Students are responsible for following all admission policies and procedures as outlined in the Graduate Programs section of the University catalog.

1. Complete application to the nursing program.
2. Proof of active, unrestricted Colorado Registered Nurse license or current enrollment in a Colorado Community College or a compact state ADN program
3. Residency in a Colorado Nursing Compact State.
4. All prerequisites must be passed with a C or better (C- is not acceptable) including statistics, microbiology and chemistry. Students receiving a grade less than C in a nursing prerequisite course are not eligible for admission.

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 six months to one year

2. Eighty percent of employers' will express satisfaction with graduates' job performance.

Expected Student Learning Outcomes for Masters Programs

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.

Specific Program Requirements

Course	Title	Credits
Year 1		
Fall		
NSG 504	NSG WRITING & PRESENTATION SKILLS [1]	(1)
NSG 552	ADVANCED PATHOPHYSIOLOGY	3
NSG 561	ADVANCED PHARMACOLOGY	3
NSG 575	CURRICULUM DEVELOPMENT	3
	Credits	9
Spring		
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
	Credits	12
Summer		
NSG 551	HEALTH PROMOTION	2
NSG 577	ASSESSMENT & EVALUATION	3
NSG 583	NURSE EDUCATOR SEMINAR	1
NSG 583L	NURSE EDUCATOR PRACTICUM	3
	Credits	9
	Total Credits	30

[1]   NSG 504 NSG WRITING & PRESENTATION SKILLS (1.00 c.h.) is an optional elective to assist students in graduate writing.

Optional Thesis Elective

Course	Title	Credits
NSG 593	THESIS SEMINAR [1]	3
NSG 599	THESIS RESEARCH [2]	3-6
Total Credits		6-9

[1]   NSG 504 NSG WRITING & PRESENTATION SKILLS (1.00 c.h.) is an optional elective to assist students in graduate writing.

[2]   NSG 593 THESIS SEMINAR (3.00 c.h.) and NSG 599 THESIS RESEARCH (1.00 c.h.): Thesis is one of three options to complete graduation requirements.

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.

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Course	Title	Credits
Year 1		
Fall		
NSG 552	Advanced Pathophysiology	3
NSG 561	Advanced Pharmacology	3
NSG 575	Curriculum Development	3
	Credits	9
Spring		
NSG 512	Research & Evidenced Based Practice	3
NSG 548	Healthcare: Ethics, Law & Policy	3
NSG 562	Advanced Assessment	2
NSG 562L	Advanced Assessment Lab	1
NSG 576	Instructional Strategies	3
	Credits	12
Summer		
NSG 551	Health Promotion	2
NSG 577	Assessment & Evaluation	3
NSG 583	Nurse Educator Seminar	1
NSG 583L	Nurse Educator Practicum	3
	Credits	9
	Total Credits	30

Nursing: Nurse Manager & Leader Concentration, Master of Science

MS Nurse Manager Leader

The Nurse Manager and Leader, Master of Science program at CSU Pueblo prepares students to obtain advanced positions in their respective fields. Nurse managers and leaders are involved in a healthcare facility's high-level operations, strategic planning, and long-term vision. Pursuing a Nurse Manager and Leader degree opens up opportunities of advancing into positions with more leadership responsibilities, such as directors, coordinators, and chief nursing officers. At CSU Pueblo, the curriculum for this degree program is designed to help students create an individualized path with projects that are specific to their personal goals.

Nurse Manager Leader certification is availible through the American Organization for Nursing Leadership (AONL) for nurse leaders in the nurse manager role.

Specific Admission Requirements

Students are responsible for following all admission policies and procedures as outlined in the Graduate Studies section of the University catalog.

1. Complete application to the nursing program.
2. Proof of active, unrestricted Colorado or Colorado Nursing Compact State Registered Nurse license for all MS and MS-DNP concentration options or by the end of the first semester for the BSN-DNP concentration options).
3. Bachelor's degree in Nursing from an accredited university with a 3.0 GPA, or higher (MS, BSN-DNP and associate post-masters certificate options).
4. All prerequisites must be passed with a C or better (C- is not acceptable) including statistics, microbiology and chemistry. Students receiving a grade less than C in a nursing prerequisite course are not eligible for admission.
5. Master's degree in Nursing from an accredited university with a 3.0 GPA, or higher (MS-DNP Program and associate post-masters certificate options).

Students are responsible for following all admission policies and procedures as outlined in the Graduate Programs section of the University catalog.

1. Complete application to the nursing program.
2. Proof of active, unrestricted Colorado Registered Nurse license or current enrollment in a Colorado Community College or a compact state ADN program
3. Residency in a Colorado Nursing Compact State.
4. All prerequisites must be passed with a C or better (C- is not acceptable) including statistics, microbiology and chemistry. Students receiving a grade less than C in a nursing prerequisite course are not eligible for admission.

Students can pursue the Nurse Manager & Leader, Master of Science Online Program if the following admission criteria is met:

- **Nursing License**: Applicants must have Colorado Nursing License or from a compact state in good standing.
- **Baccalaureate Degree**: Students must have satisfactorily completed a Bachelor's Degree in Nursing from an institution accredited by a regional accrediation agency or equivalent.
- **Grade Point Average:** Students must have a minimum 3.0 GPA to get accepted into the program.
- **Statistics Coursework:** Students must have passed at least one undergraduate level statistics course with a grade of C or higher.
- **Background Check:** Per Colorado Law, the University is required to run a background check on applicant's.
- **Immunization Record:** Applicants must provide latest record of vaccinations received
- **CPR Certification:** All students registered in graduate nursing programs are required to provide proof of being CPR Certified.
- **Letters of Recommendation:** Three letters of recommendation must be submitted from the following areas:
  - Professional or Academic
  - Clinical
  - Other
- Letter of Intent: The letter must include brief history of self, reason for pursuing the degree, and plan of how the applicant will manage the program courseload.
- Curriculum Vitae: Candidates must submit a CV in the University-Approved template (https://www.csupueblo.edu/nursing/_doc/csu-pueblo-cv-format.pdf).

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 six months to one year
2. Eighty percent of employers' will express satisfaction with graduates' job performance.

Expected Student Learning Outcomes for Masters Programs

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.

Specific Program Requirements

Course	Title	Credits
NSG 688	MS NURSE MANAGER & LEADER PRACTICE CAPSTONE	3.0
NSG 594	FIELD EXPERIENCE	2.0

Course	Title	Credits
Optional		
NSG 505	BIOSTATISTICS & RESEARCH	3.00
NSG 512	RESEARCH & EVIDENCED BASED PRACTICE	3.00
NSG 548	HEALTHCARE: ETHICS, LAW & POLICY	3.00
NSG 571	HEALTHCARE INFORMATICS	2.00
ACCT 510	MANAGERIAL ACCOUNTING	3.0
CIS 565	MANAGEMENT INFORMATION SYSTEMS	3.00
FIN 530	FINANCIAL MANAGEMENT	3.00
MGMT 520	MANAGEMENT OF ORGANIZATIONAL BEHAVIOR	3.00
MGMT 540	MANAGING HUMAN RESOURCES	3.00
MKTG 540	MARKETING MANAGEMENT	3.00
	Credits	29
	Total Credits	29

Specific Graduation Requirements

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.

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Course	Title	Credits
NSG 505	Biostatistics & Research	3
NSG 512	Research & Evidenced Based Practice	3
NSG 548	Healthcare: Ethics, Law & Policy	3
NSG 571	Healthcare Informatics	2
ACCT 510	Managerial Accounting	3
CIS 565	Management Information Systems	3
FIN 530	Financial Management	3
MGMT 520	Management of Organizational Behavior	3
MGMT 540	Managing Human Resources	3
MKTG 540	Marketing Management	3
NSG 594	Field Experience (Must complete 12 program credits prior to enrollment)	2
NSG 688	MS Nurse Manager & Leader Practice Capstone (Must be in the final semester)	3

Nursing: Population Health Concentration, Doctor of Nursing Practice

Post MS to DNP Population Health

The Doctor of Nursing Practice (DNP) degree is designed to prepare nurses for the highest level of clinical practice in the profession of nursing. Graduates are prepared to create and lead new models of health care delivery for communities locally, across the nation and around the world. The DNP program is innovative, inter-/intra-professional and focuses on evidence-based population focused health care. The program maximizes the use of hybrid delivery methods for enhanced learning and increased course accessibility. (To read more about the DNP, visit the American Association of Colleges of Nursing website:https://www.aacnnursing.org/)

The School of Nursing offers the DNP for the:

- Baccalaureate-prepared registered nurse
- Master-prepared nurse practitioner who is certified in adult/geriatric acute care, family or psychiatric-mental health
- Post-master's registered nurse

The School of Nursing also offers the post graduate certificate for DNP-prepared nurses in all concentrations. The plan of study is individualized based on academic completion and requirements.

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.

Acceptance of Transfer Credits

Transfer credit will be awarded per the published Graduate Programs section of the University catalog. A maximum of nine semester hours of transfer credits from an accredited institution may be applied to the degree with approval from the graduate nursing 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.

Accreditation

Effective December 12, 2019, the DNP nursing program at Colorado State University Pueblo School of Nursing located in Pueblo, CO is a candidate for initial accreditation by the Accreditation Commission for Education in Nursing. This candidacy status expires on December 12, 2021.

Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326
(404) 975-5000

Specific Admission Requirements

Students are responsible for following all admission policies and procedures as outlined in the Graduate Studies section of the University catalog.

1. Complete application to the nursing program.
2. Proof of active, unrestricted Colorado or Colorado Nursing Compact State Registered Nurse license for all MS and MS-DNP concentration options or by the end of the first semester for the BSN-DNP emphases options).
3. Bachelor's degree in Nursing from an accredited university with a 3.0 GPA, or higher (MS, BSN-DNP and associate post-masters certificate options).
4. All prerequisites must be passed with a C or better (C- is not acceptable) including statistics, microbiology and chemistry. Students receiving a grade less than C in a nursing prerequisite course are not eligible for admission.
5. Master's degree in Nursing from an accredited university with a 3.0 GPA, or higher (MS-DNP Program and associate post-masters certificate options).

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 six months to one year
2. Eighty percent of employers' will express satisfaction with graduates' job performance.

DNP Graduate Student Learning Outcomes

At the completion of this program, graduates will be able to:

1. Integrate evidence-based practice, ethical decision making and technology into advanced nursing practice
2. Conduct scholarly inquiry to influence health outcomes of individuals, aggregates and populations
3. Organize interprofessional collaboration to provide safe, quality patient-centered care.
4. Assume a leadership role in transforming health care systems, policies and standards of care

Specific Program Requirements

Course	Title	Credits
Year 1		
Fall		
NSG 504	NSG WRITING & PRESENTATION SKILLS	1
NSG 505	BIOSTATISTICS & RESEARCH	3
NSG 716	HEALTH CARE BUSINESS & FINANCE	4
NSG 801	DOCTOR OF NURSING PRACTICE SEMINAR	1
	Credits	9
Spring		
NSG 748	HEALTHCARE: ETHICS, LAW & POLICY	4
NSG 712	RESEARCH & EVIDENCE BASED PRACTICE	3
NSG 718	ORGANIZATIONAL & SYSTEMS LEADERSHIP	4
NSG 809L	MS NSG DNP PROJECT PRACTICUM	1-16
	Credits	12-27
Summer		
NSG 714	EPIDEMIOLOGY	3
NSG 809L	MS NSG DNP PROJECT PRACTICUM	1-16
	Credits	4-19
Year 2		
Fall		
NSG 809L	MS NSG DNP PROJECT PRACTICUM	1-16
	Credits	1-16
Spring		
NSG 809L	MS NSG DNP PROJECT PRACTICUM	1-16
	Credits	1-16
Summer		
NSG 810L	DNP PROJECT PRACTICUM (if needed)	1
	Credits	1
	Total Credits	28-88

Course	Title	Credits
Total Lab Hours		**0**
Total DNP Practicum Hours		**540-720**
Total Practicum Hours		**540-720**
Total Program Credits		**35-39**

Specific Graduation Requirements

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. Complete an approved DNP Project.

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately

portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Part-time Option

Course	Title	Credits
Year 1		
Fall		
NSG 504	NSG Writing & Presentation Skills	1
NSG 505	Biostatistics & Research	3
	Credits	4
Spring		
NSG 712	Research & Evidence Based Practice	3
NSG 748	Healthcare: Ethics, Law & Policy	4
	Credits	7
Summer		
NSG 714	Epidemiology	3
	Credits	3
Year 2		
Fall		
NSG 716	Health Care Business & Finance	4
NSG 801	Doctor of Nursing Practice Seminar	1
	Credits	5
Spring		
NSG 718	Organizational & Systems Leadership	4
NSG 809L	MS NSG DNP Project Practicum	1
	Credits	5
Summer		
NSG 809L	MS NSG DNP Project Practicum	2
	Credits	2
Year 3		
Fall		
NSG 809L	MS NSG DNP Project Practicum	4
	Credits	4
Spring		
NSG 809L	MS NSG DNP Project Practicum	2
	Credits	2
	Total Credits	32

Full-time Option

Course	Title	Credits
Year 1		
Fall		
NSG 504	NSG Writing & Presentation Skills	1
NSG 505	Biostatistics & Research	3
NSG 716	Health Care Business & Finance	4
NSG 801	Doctor of Nursing Practice Seminar	1
	Credits	9
Spring		
NSG 712	Research & Evidence Based Practice	3
NSG 718	Organizational & Systems Leadership	4
NSG 748	Healthcare: Ethics, Law & Policy	4
NSG 809L	MS NSG DNP Project Practicum	1
	Credits	12
Summer		
NSG 714	Epidemiology	3
NSG 809L	MS NSG DNP Project Practicum	2
	Credits	5
Year 2		
Fall		
NSG 809L	MS NSG DNP Project Practicum	4
	Credits	4
Spring		
NSG 809L	MS NSG DNP Project Practicum	2
	Credits	2
	Total Credits	32

Nursing: Psychiatric-Mental Health Nurse Practitioner Concentration, Doctor of Nursing Practice

BSN-DNP Psychiatric-Mental Health

The Doctor of Nursing Practice (DNP) degree is designed to prepare nurses for the highest level of clinical practice in the profession of nursing. Graduates are prepared to create and lead new models of health care delivery for communities locally, across the nation and around the world. The DNP program is innovative, inter-/intra-professional and focuses on evidence-based health care. The program maximizes the use of hybrid delivery methods for enhanced learning and increased course accessibility. (To read more about the DNP, visit the American Association of Colleges of Nursing website: https://www.aacnnursing.org/)

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 School of Nursing offers the DNP for the:

- Baccalaureate-prepared registered nurse
- Master-prepared nurse practitioner who is certified in adult/geriatric acute care, family or psychiatric-mental health
- Post-master's registered nurse

Some states require a specific master's degree to practice as a nurse practitioner; therefore, a concurrent Master of Science with a major in Nursing will be awarded with completion of the DNP.

The School of Nursing also offers the post graduate certificate for DNP-prepared nurses. The plan of study is individualized based on academic completion and requirements.

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.

Acceptance of Transfer Credits

Transfer credit will be awarded per the published Graduate Programs section of the University catalog. A maximum of nine semester hours of transfer credits from an accredited institution may be applied to the degree with approval from the graduate nursing 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.

Accreditation

Effective December 12, 2019, the DNP nursing program at Colorado State University Pueblo School of Nursing located in Pueblo, CO is a candidate for initial accreditation by the Accreditation Commission for Education in Nursing. This candidacy status expires on December 12, 2021.

Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326
(404) 975-5000

Specific Admission Requirements

Students are responsible for following all admission policies and procedures as outlined in the Graduate Studies section of the University catalog.

1. Complete application to the nursing program.
2. Proof of active, unrestricted Colorado or Colorado Nursing Compact State Registered Nurse license for all MS and MS-DNP concentration options or by the end of the first semester for the BSN-DNP emphases options).
3. Bachelor's degree in Nursing from an accredited university with a 3.0 GPA, or higher (MS, BSN-DNP and associate post-masters certificate options).
4. All prerequisites must be passed with a C or better (C- is not acceptable) including statistics, microbiology and chemistry. Students receiving a grade less than C in a nursing prerequisite course are not eligible for admission.
5. Master's degree in Nursing from an accredited university with a 3.0 GPA, or higher (MS-DNP Program and associate post-masters certificate options).

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 six months to one year
2. Eighty percent of employers' will express satisfaction with graduates' job performance.

DNP Graduate Student Learning Outcomes

At the completion of this program, graduates will be able to:

1. Integrate evidence-based practice, ethical decision making and technology into advanced nursing practice
2. Conduct scholarly inquiry to influence health outcomes of individuals, aggregates and populations
3. Organize interprofessional collaboration to provide safe, quality patient-centered care.
4. Assume a leadership role in transforming health care systems, policies and standards of care

Specific Program Requirements

Course	Title	Credits
Year 1		
Fall		
NSG 504	NSG WRITING & PRESENTATION SKILLS [1]	1
NSG 505	BIOSTATISTICS & RESEARCH	3
NSG 507	ADVANCED PRACTICE ROLES	2
NSG 508	ADVANCED PRACTICE THEORY	3
	Credits	9
Spring		
NSG 562	ADVANCED ASSESSMENT	2
NSG 562L	ADVANCED ASSESSMENT LAB	1
NSG 748	HEALTHCARE: ETHICS, LAW & POLICY	4
NSG 712	RESEARCH & EVIDENCE BASED PRACTICE	3
	Credits	10
Summer		
NSG 551	HEALTH PROMOTION	2
NSG 571	HEALTHCARE INFORMATICS	2
NSG 714	EPIDEMIOLOGY	3
	Credits	7
Year 2		
Fall		
NSG 552	ADVANCED PATHOPHYSIOLOGY	3
NSG 561	ADVANCED PHARMACOLOGY	3
NSG 716	HEALTH CARE BUSINESS & FINANCE	4
	Credits	10
Spring		
NSG 676	THEORETICAL MENTAL HEALTH MODELS	2
NSG 677	PSYCHOPHARMACOLOGY	2
NSG 718	ORGANIZATIONAL & SYSTEMS LEADERSHIP	4
	Credits	8
Summer		
NSG 678	PSYCHIATRIC ASSESSMENT & EVALUATION	2
NSG 679	PSYCHIATRIC DIFFERENTIAL DIAGNOSIS	2
NSG 801	DOCTOR OF NURSING PRACTICE SEMINAR	1
	Credits	5
Year 3		
Fall		
NSG 651	PSYCH MENTAL HEALTH I	2
NSG 651L	PMH PRACTICUM I	2
NSG 802	DNP PROJECT PRACTICUM I	3
	Credits	7
Spring		
NSG 652	PSYCH MENTAL HEALTH II	2
NSG 652L	PMH PRACTICUM II	2
NSG 803	DNP PROJECT PRACTICUM II	3
	Credits	7
Summer		
NSG 653	PSYCH MENTAL HEALTH III	3
NSG 653L	PMH PRACTICUM III	3
NSG 804	DNP PROJECT PRACTICUM III	2
	Credits	8
Year 4		
Fall		
NSG 654	PSYCH MENTAL HEALTH IV	3
NSG 654L	PMH PRACTICUM IV	3
NSG 805	DNP PROJECT PRACTICUM IV	3
	Credits	9

Spring

Course	Title	Credits
NSG 808L	FINAL DNP PRACTICUM PMHNP	6
	Credits	6
Summer		
NSG 810L	DNP PROJECT PRACTICUM (if needed)	1
	Credits	1
	Total Credits	87

Course	Title	Credits
Total Lab Hours		**90**
Total PMHNP Practicum Hours		**585**
Total DNP Practicum Hours		**540**
Total Practicum Hours		**1125**
Total Program Credita		**86**

Specific Graduation Requirements

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. Complete the university requirements for a master's degree.
4. Complete an approved DNP Project.

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Course	Title	Credits
Year 1		
Fall		
NSG 504	NSG Writing & Presentation Skills	1
NSG 505	Biostatistics & Research	3
NSG 507	Advanced Practice Roles	2
NSG 508	Advanced Practice Theory	3
	Credits	9
Spring		
NSG 562	Advanced Assessment	2
NSG 562L	Advanced Assessment Lab	1
NSG 712	Research & Evidence Based Practice	3
NSG 748	Healthcare: Ethics, Law & Policy	4
	Credits	10
Summer		
NSG 551	Health Promotion	2
NSG 571	Healthcare Informatics	2
NSG 714	Epidemiology	3
	Credits	7
Year 2		
Fall		
NSG 552	Advanced Pathophysiology	3
NSG 561	Advanced Pharmacology	3
NSG 716	Health Care Business & Finance	4
	Credits	10
Spring		
NSG 676	Theoretical Mental Health Models	2
NSG 677	Psychopharmacology	2
NSG 718	Organizational & Systems Leadership	4
	Credits	8
Summer		
NSG 678	Psychiatric Assessment & Evaluation	2
NSG 679	Psychiatric Differential Diagnosis	2
NSG 801	Doctor of Nursing Practice Seminar	1
	Credits	5
Year 3		
Fall		
NSG 651	Psych Mental Health I	2
NSG 651L	PMH Practicum I	2
NSG 802	DNP Project Practicum I	3
	Credits	7
Spring		
NSG 652	Psych Mental Health II	2
NSG 652L	PMH Practicum II	2
NSG 803	DNP Project Practicum II	3
	Credits	7
Summer		
NSG 653	Psych Mental Health III	3
NSG 653L	PMH Practicum III	3
NSG 804	DNP Project Practicum III	2
	Credits	8
Year 4		
Fall		
NSG 654	Psych Mental Health IV	3
NSG 654L	PMH Practicum IV	3
NSG 805	DNP Project Practicum IV	3
	Credits	9
Spring		
NSG 808L	Final DNP Practicum PMHNP	6
	Credits	6
	Total Credits	86

Nursing: Psychiatric-Mental Health Nurse Practitioner Concentration, Master of Science

MS Psychiatric-Mental Health

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.

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.

Acceptance of Transfer Credits

Transfer credit will be awarded per the published Graduate Programs section of the University catalog. A maximum of nine semester hours of transfer credits from an accredited institution may be applied to the degree with approval from the graduate nursing 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.

Accreditation

Accredited by:

Accreditation Commission for Education in Nursing (ACEN)
3343 Peachtree Road NE, Suite 850
Atlanta, Georgia 30326
Phone: (404) 975-5000
Fax: (404) 975-5020

Specific Admission Requirements

Students are responsible for following all admission policies and procedures as outlined in the Graduate Programs section of the University catalog.

1. Complete application to the nursing program.

2. Proof of active, unrestricted Colorado or Colorado Nursing Compact State Registered Nurse license for all MS and MS-DNP concentration options or by the end of the first semester for the BSN-DNP emphases options).

3. Bachelor's degree in Nursing from an accredited university with a 3.0 GPA, or higher (MS, BSN-DNP and associate post-masters certificate options).

4. All prerequisites must be passed with a C or better (C- is not acceptable) including statistics, microbiology and chemistry. Students receiving a grade less than C in a nursing prerequisite course are not eligible for admission.

5. Master's degree in Nursing from an accredited university with a 3.0 GPA, or higher (MS-DNP Program and associate post-masters certificate options).

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 six months to one year

2. Eighty percent of employers' will express satisfaction with graduates' job performance.

Expected Student Learning Outcomes for Masters Programs

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.

Specific Program Requirements

Course	Title	Credits
Year 1		
Fall		
NSG 504	NSG WRITING & PRESENTATION SKILLS	1
NSG 506	ROLES AND ISSUES	2
NSG 508	ADVANCED PRACTICE THEORY	3
NSG 552	ADVANCED PATHOPHYSIOLOGY	3
NSG 561	ADVANCED PHARMACOLOGY	3
	Credits	12
Spring		
NSG 512	RESEARCH & EVIDENCED BASED PRACTICE	3
NSG 562	ADVANCED ASSESSMENT	2
NSG 562L	ADVANCED ASSESSMENT LAB	1
NSG 676	THEORETICAL MENTAL HEALTH MODELS	2
NSG 677	PSYCHOPHARMACOLOGY	2
	Credits	10
Summer		
NSG 551	HEALTH PROMOTION	2
NSG 571	HEALTHCARE INFORMATICS	2
NSG 678	PSYCHIATRIC ASSESSMENT & EVALUATION	2
NSG 679	PSYCHIATRIC DIFFERENTIAL DIAGNOSIS	2
	Credits	8
Year 2		
Fall		
NSG 651	PSYCH MENTAL HEALTH I	2
NSG 651L	PMH PRACTICUM I	2
	Credits	4
Spring		
NSG 548	HEALTHCARE: ETHICS, LAW & POLICY	3
NSG 652	PSYCH MENTAL HEALTH II	2
NSG 652L	PMH PRACTICUM II	2
NSG 655L	PMH PRACTICUM MS	1-3
	Credits	8-10
Summer		
NSG 653	PSYCH MENTAL HEALTH III	3
NSG 653L	PMH PRACTICUM III	3
NSG 655L	PMH PRACTICUM MS	1-3
	Credits	7-9
Year 3		
Fall		
NSG 654	PSYCH MENTAL HEALTH IV	3
NSG 654L	PMH PRACTICUM IV	3
NSG 655L	PMH PRACTICUM MS	1-3
	Credits	7-9
	Total Credits	56-62

Course	Title	Credits
Optional		
NSG 505	BIOSTATISTICS & RESEARCH	3
NSG 575	CURRICULUM DEVELOPMENT	3
NSG 576	INSTRUCTIONAL STRATEGIES	3
NSG 577	ASSESSMENT & EVALUATION	3
NSG 593	THESIS SEMINAR	3
NSG 599	THESIS RESEARCH	3-6

Course	Title	Credits
Total Lab Hours		**30**
Total Clinical Practice Hours		**585**

Total Required Program Credits		**55**
Open Electives		**0-21**

NSG 504 NSG WRITING & PRESENTATION SKILLS (1.00 c.h.) is an optional elective to assist students in graduate writing.

NSG 655L PMH PRACTICUM MS (1.00 c.h.) is a variable credit course that all three credits must be completed.

NSG 593 THESIS SEMINAR (3.00 c.h.) & NSG 599 THESIS RESEARCH (1.00 c.h.) Thesis is one of three options to complete graduation requirements.

Specific Graduation Requirements

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.

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Course	Title	Credits
Year 1		
Fall		
NSG 506	Roles and Issues	2
NSG 508	Advanced Practice Theory	3
NSG 552	Advanced Pathophysiology	3
NSG 561	Advanced Pharmacology	3
	Credits	11
Spring		
NSG 512	Research & Evidenced Based Practice	3
NSG 562	Advanced Assessment	2
NSG 562L	Advanced Assessment Lab	1
NSG 676	Theoretical Mental Health Models	2
NSG 677	Psychopharmacology	2
	Credits	10
Summer		
NSG 551	Health Promotion	2
NSG 571	Healthcare Informatics	2
NSG 678	Psychiatric Assessment & Evaluation	2
NSG 679	Psychiatric Differential Diagnosis	2
	Credits	8
Year 2		
Fall		
NSG 504	NSG Writing & Presentation Skills (Optional to meet finacial services enrollment requirement)	1
NSG 651	Psych Mental Health I	2
NSG 651L	PMH Practicum I	2
	Credits	5
Spring		
NSG 548	Healthcare: Ethics, Law & Policy	3
NSG 652	Psych Mental Health II	2
NSG 652L	PMH Practicum II	2
NSG 655L	PMH Practicum MS	1
	Credits	8
Summer		
NSG 653	Psych Mental Health III	3
NSG 653L	PMH Practicum III	3
NSG 655L	PMH Practicum MS	1
	Credits	7
Year 3		
Fall		
NSG 654	Psych Mental Health IV	3
NSG 654L	PMH Practicum IV	3
NSG 655L	PMH Practicum MS	1
	Credits	7
	Total Credits	56

Nursing: Psychiatric-Mental Health Nurse Practitioner, Post Masters Certification

Post MS AGACNP Certificate

The School of Nursing offers the post masters certificate for MS, MSN or doctorate prepared nurses. The plan of study is individualized based on academic completion and requirements using a gap analysis evaluation. This program prepares students to provide evidence-based, safe, quality patient-centered care in psychiatric-mental health across the lifespan. The graduate will be eligible to take the Psychiatric-Mental Health Nurse Practitioner certification examination.

Specific Admission Requirements

Students are responsible for following all admission policies and procedures as outlined in the Graduate Studies section of the University catalog.

1. Complete application to the nursing program.

2. Proof of active, unrestricted Colorado or Colorado Nursing Compact State Registered Nurse license for all MS and MS-DNP emphasis options or by the end of the first semester for the BSN-DNP emphases options).

3. Bachelor's degree in Nursing from an accredited university with a 3.0 GPA, or higher (MS, BSN-DNP and associate post-masters certificate options).

4. All prerequisites must be passed with a C or better (C- is not acceptable) including statistics, microbiology and chemistry. Students receiving a grade less than C in a nursing prerequisite course are not eligible for admission.

5. Master's degree in Nursing from an accredited university with a 3.0 GPA, or higher (MS-DNP Program and associate post-masters certificate options).

BSN or MS (Nursing) to DNP or Post Masters Certificate

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. Undergraduate BSN cumulative GPA of 3.0 or higher will consider courses with a graduate nursing GPA of 3.0 or higher.
3. Undergraduate statistics course with a grade of C or higher.
4. Application for admission to graduate programs in the university Office of Admission (admission to graduate programs does not constitute admission to the nursing graduate program).
5. Proof of active, unrestricted Colorado Registered Nurse license by the end of the first semester of the program.
6. Background check per Colorado Law (see application).
7. Current immunizations.
8. Current certification in CPR (Health Care Provider – C or equivalent).
9. Three letters of recommendation:
   a. Professional or Academic
   b. Clinical
   c. Other
10. Letter of intent that includes:
    a. Brief professional history
    b. Reason for pursuing advanced degree
    c. How applicant will manage work, home, and study
11. Curriculum Vitae

(Use the template located under *Graduate Nursing Student Application Instructions on the website*)

Preference for acceptance will be given to applicants who have:

1. 2000 Hours (1 year full-time) experience as a registered nurse (AGACNP, AGACNP/FNP and PMHNP emphases only).
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 a program, requirements prior to attending first class include:

1. Drug screen
2. Physical exam within last 12 months

The End Of Program Student Learning Outcomes:

1. Integrate evidence-based practice, ethical decision-making and technology into advanced nursing practice.
2. Utilize inter-professional collaboration to provide safe, quality patient-centered care.
3. Explore quality improvement initiatives that affect delivery of advanced practice nursing and health care services.

Specific Program Requirements

Students seeking post masters' certificate or DNP Degree 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. A student must complete a minimum of 16 postgraduate credit hours at CSU Pueblo to be eligible for a post masters certificate. Core courses must be completed to meet the mandates of the Colorado State Board of Nursing for Advanced Nursing Practice. A total of 585 clinical hours must be documented for each nurse practitioner concentration. The student's plan is developed based on the academic course work already completed.

Minimum Courses Required

See masters PMHNP for complete curriculum requirements.

Course	Title	Credits
NSG 651	PSYCH MENTAL HEALTH I	2.00
NSG 651L	PMH PRACTICUM I	2.00
NSG 652	PSYCH MENTAL HEALTH II	2.00
NSG 652L	PMH PRACTICUM II	2.00
NSG 653	PSYCH MENTAL HEALTH III	3.00
NSG 653L	PMH PRACTICUM III	3.00
NSG 654	PSYCH MENTAL HEALTH IV	3.00
NSG 654L	PMH PRACTICUM IV	3.00
NSG 655L	PMH PRACTICUM MS	1.00
NSG 676	THEORETICAL MENTAL HEALTH MODELS	2.00
NSG 677	PSYCHOPHARMACOLOGY	2.00
NSG 678	PSYCHIATRIC ASSESSMENT & EVALUATION	2.00
NSG 679	PSYCHIATRIC DIFFERENTIAL DIAGNOSIS	2.00

Minimum Courses Required

See masters PMHNP for complete curriculum requirements.

Course	Title	Credits
NSG 676	Theoretical Mental Health Models	2
NSG 677	Psychopharmacology	2
NSG 678	Psychiatric Assessment & Evaluation	2
NSG 679	Psychiatric Differential Diagnosis	2
NSG 651	Psych Mental Health I	2
NSG 651L	PMH Practicum I	2
NSG 652	Psych Mental Health II	2
NSG 652L	PMH Practicum II	2
NSG 653	Psych Mental Health III	3
NSG 653L	PMH Practicum III	3
NSG 654	Psych Mental Health IV	3
NSG 654L	PMH Practicum IV	3
NSG 655L	PMH Practicum MS	1-3

COLLEGE OF HUMANITIES, ARTS, & SOCIAL SCIENCES

Mission & Vision

Mission

The College of Humanities, Arts and Social Sciences offers students opportunities to become ethical, socially responsible, engaged learners who are prepared to assume leadership in a dynamic global context.

Vision

The College of Humanities, Arts and Social Sciences encourages lifelong learning and partnerships with the communities it serves. We aspire to develop individuals who contribute to enhancing a diverse, global society by offering courses and experiences that develop the aesthetic, creative, critical, and theoretical senses of our students.

School of Creativity + Practice

The School of Creativity + Practice (SoCaP) within the College of Humanities, Arts and Social Sciences exists to enrich the lives of our students and the community through exposure to creative industries across multiple disciplines in an environment of integrated studies.

With the combined efforts of three distinct departments – the Department of Art and Creative Media, the Department of Media Communication, and the Department of Music – SoCaP provides a unique framework of integrated experiences aimed to enrich the individual study of all students regardless of discipline.

Careers within the creative industry involve a variety of skills that extend beyond any one discipline. In SoCaP, collaboration and creativity meet academic rigor, intensive study and individual emphasis. Students move beyond the classroom and studio toward professional exhibitions, collaborative performances and dynamic presentations. SoCaP is designed to develop students into a community of highly skilled creative professionals.

The Anthony T. & Theresa H. Capps-Capozzolo Center for the Creative & 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, Arts 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 and music 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.

Academic Departments & Programs

Art & Creative Media Department

Department Mission

The Department of Art & Creative Media offers rigorous experience-based instruction in the practices of studio art, creative media, art history and art education. A full-time faculty of working artists and scholars along with accomplished visiting professionals are dedicated to the development of emerging creatives who enrich our society with thoughtful insight, valuable skill sets and an understanding of the responsibilities that come with visual literacy.

Creativity and critical insights are essential to any academic inquiry. As such, the Department is committed to being accessible to students from a variety of University disciplines, our vibrant Pueblo culture and the Southwest United States. Art, history and education are fundamental to a community's identity; they are a reflection of its values and are key to fostering a diverse culture of lifelong learners.

Department Goals

1. Prepare students in the practices of Studio Art, Creative Media, Art History, and Art Education toward the achievement of personal creative goals, art-related careers or further academic and professional education.
2. Provide relevant studio and laboratory opportunities within well-appointed facilities that are conducive to creative growth and the development of fundamental skills across a range of formal topics.
3. Nurture an environment that encourages professional curiosity, collaboration and respect for diverse and multiple viewpoints.
4. Provide services and experiences to a variety of University disciplines as well as local, regional and national communities, fostering a culture of lifelong learning and global citizenship.

Department Student Learning Outcomes

Outcome 1 Exploration of the Creative Process: Experiment with and adopt a variety of processes, methods, and interpretations to explore innovative solutions to creative challenges.

Outcome 2 Development of Skills & Techniques: Exhibit sufficient fluency in one or more media to craft work that meets appropriate professional standards for the scale and scope of a project. Demonstrate an ability to adapt techniques and formal methods to serve the objectives of the work.

Outcome 3 Communication of Ideas & Context: Clearly articulate visually, orally, and in writing the content and context of art historical research and creative work.

Outcome 4 Demonstrate Awareness & Intellectual Maturity: Display a willingness to question one's own perspective. Approach the creative and scholarly process with curiosity and persistence. Take initiative in working independently or collaboratively to achieve stated objectives.

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.

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.

Academic Programs

Art & Creative Media: Creative Media Concentration, Bachelor of Fine Arts

Specific Program Requirements

Course	Title	Credits
ART Core (87)		**21**
Required Explorations: Creative Media Emphasis (complete all)		**9**
ART 274	DIGITAL ART I	3
ART 276	PHOTOGRAPHY: CREATIVE LIGHTING	3
ART 281	VISUAL COMMUNICATION: CREATIVE DESIGN STRATEGIES	3
Elective Explorations :Creative Media Emphasis (choose one with advisor)		**3**
ART 233	SCULPTURE I	3
ART 234	PAINTING I	3
ART 247	CERAMICS I	3
ART 242	DRAWING II	3
ART 270	PRINTMAKING I	3
Professional Development (complete all)		**2**
ARC 310	CRITICAL FUNDAMENTAL SKILLS REVIEW	1
ARC 410	SENIOR CAPSTONE PRESENTATION	1
Art History (complete all)		**9**
ART 411	TWENTIETH-CENTURY ART	3
UPPER DIVISION ART HISTORY		3
UPPER DIVISION /		3
Upper Division Pathway : Creative Media Emphasis (complete all)		**12**
ART 374	DIGITAL ARTS: TIME BASED MEDIA	3
ART 376	PHOTOGRAPHY: DIGITAL TO DARKROOM	3
ART 381	VISUAL COMMUNICATION: STRATEGIC BRANDING DESIGN	3
ART 474	DIGITAL ART III	3
Creative Media Emphasis Senior Studio (choose 1 with advisor)		**3**
ART 481	VISUAL COMMUNICATION: PRODUCTION STUDIO	3
or ART 476	PHOTOGRAPHY III	
Upper Division Electives: Creative Media Emphasis (choose 2 with advisor)		**6**

Specific Graduation Requirements

Enrichment Minor: complete any 21 credit University minor (9 credit minimum upper division) outside of the major.

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Note: Students are not allowed to count the same courses completed for general education requirements as course requirements in the Early Childhood Education major.

Art & Creative Media: Studio Arts Concentration, Bachelor of Fine Arts

Specific Program Requirements

Course	Title	Credits
Art Core (87)		**21**
Required Explorations: Studio Art Emphasis (complete all)		**9**
ART 242	DRAWING II	3
ART 247	CERAMICS I	3
or ART 233	SCULPTURE I	
ART 234	PAINTING I	3
or ART 270	PRINTMAKING I	
Elective Explorations : Studio Art Emphasis (choose one with advisor)		**3**
ART 274	DIGITAL ART I	3
ART 276	PHOTOGRAPHY: CREATIVE LIGHTING	3
ART 281	VISUAL COMMUNICATION: CREATIVE DESIGN STRATEGIES	3
ART 233	SCULPTURE I (if not taken as required exploration)	3
ART 270	PRINTMAKING I (if not taken as required exploration)	3
ART 247	CERAMICS I (if not taken as required exploration)	3
ART 234	PAINTING I (if not taken as required exploration)	3
Professional Development (complete all)		**2**
ARC 310	CRITICAL FUNDAMENTAL SKILLS REVIEW	1
ARC 410	SENIOR CAPSTONE PRESENTATION	1
Art History (complete all)		**9**
ART 411	TWENTIETH-CENTURY ART	3
UPPER DIVISION ART HISTORY		3
UPPER DIVISION /		3
Upper Division Pathway : Studio Art Emphasis (choose 4 with advisor)		**12**
ART 333	SCULPTURE II: SITE ART	3
ART 334	PAINTING II	3
ART 342	DRAWING III	3
ART 347	CERAMICS II	3

ART 370	PRINTMAKING II	3
ART 433	ADVANCED SITE ART	3
ART 434	PAINTING III	3
ART 442	DRAWING IV	3
ART 447	ADVANCED CERAMICS	3
ART 470	PRINTMAKING III	3
Upper Division Electives (choose 3 Upper Division ART or ARH courses with advisor)		**9**

Specific Graduation Requirements

Enrichment Minor: complete any 21 credit University minor program (9 upper division minimum) outside of major.

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Note: Students are not allowed to count the same courses completed for general education requirements as course requirements in the Early Childhood Education major.

Art & Creative Media, Bachelor of Arts

Department of Art Student Learning Outcomes & Assessment Activities

1. Students will apply discipline-specific competencies for success in their emphasis area.
   - Outcome Assessment Activity: ART 410 Senior Career Orientation (1 c.h.) 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 Senior Career Orientation (1 c.h.) 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

Specific Program Requirements

Course	Title	Credits
Required Art Core Courses		
Art Core		21
Exploration 200 (9 cr)		9
Choose 3 from: ART233,ART234,ART242,ART247,ART274,ART276 or ART281		
Upper Division ART History (12)		12
ARH 411	THEORY & METHODS	3
ARH300/400	(New Art History Prefix)	
ARH300/400	(New Art History Prefix)	
ARH300/400	(New Art History Prefix)	
ART Upper Division BA:AC Pathway (18 cr)		18
(selected with an art advisor)		
Professional Development Seminars (2 cr)		
ARC 310	CRITICAL FUNDAMENTAL SKILLS REVIEW (new course with ARC prefix)	1
ARC 410	SENIOR CAPSTONE PRESENTATION (new course ARC with prefix)	1
Total Credits		65

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]:

1. Completion of the second level of a world language (course number 102)[2]
   - Students may test out of the course
2. Completion of WL 100 INTRO TO COMPARATIVE LINGUISTICS (3.00 c.h.), and ANTH 106 LANGUAGE, THOUGHT AND CULTURE (3.0 c.h.)/ENG 106 LANGUAGE, THOUGHT AND CULTURE (3.0 c.h.)
3. Completion of the second level of American Sign Language.

[1] International students for whom English is a second language may substitute two terms of English courses (excluding ENG 101 RHETORIC & WRITING I (3.0 c.h.) and ENG 102 RHETORIC & WRITING II (3.0 c.h.)) for the world language requirement.

[2] Completion of a world language course above 102 with a grade of C or better will satisfy the requirement.

Art Core

Course	Title	Credits
ART 110	ART CAREER ORIENTATION	1
ART 115	TWO-DIMENSIONAL DESIGN	3.00
ART 116	THREE-DIMENSIONAL DESIGN	3.00
ART 141	DRAWING I	3.00
ART 211	HISTORY OF ART I	3
ART 212	HISTORY OF ART II	3
ART 242	DRAWING II	3.00
Total Credits		19

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;
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.

Specific Graduation Requirements

Enrichment Minor: complete any 21 credit University minor (9 credit minimum upper division) outside of the major.

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Note: In addition to requirements for the major and general education, students must complete either:

1. Any minor degree program listed in the catalog other than their major; or
2. 18 credit hours outside of the major.

Students may not use the same credits to satisfy requirements for both major and minor degrees, or use credits taken to satisfy general education requirements.

Course	Title	Credits
Year 1		
Fall		
ARH 211	Global Art I (GT-AH1)	3
ART 110	Art Career Orientation	3
ART 115 or ART 116	Two-Dimensional Design or Three-Dimensional Design	3
ART 141	Drawing I	3
ENG 101	Rhetoric & Writing I (GT-CO1)	3
	Credits	15
Spring		
ARH 212	Global Art II (GT-AH1)	3
ART 116 or ART 115	Three-Dimensional Design or Two-Dimensional Design	3
ART 242	Drawing II	3
ENG 102	Rhetoric & Writing II (GT-CO2)	3
General Education		3
	Credits	15
Year 2		
Fall		
ART 247 or ART 233	Ceramics I or Sculpture I	3
General Education		10
Elective Must be outside the major.		3
	Credits	16
Spring		
ART 234 or ART 270	Painting I or Printmaking I	3

ART 281 or ART 274	Visual Communication: Creative Design Strategies or Digital Art I	3
General Education		7
Elective Must be Art Studio upper division course.		3
	Credits	16
Year 3		
Fall		
ART 310	Portfolio Review	1
General Education Must be World Language course.		3
Elective 4 credits must be upper division; 1 credit must be Art Studio course. Six credits must be outside the major.		11
	Credits	15
Spring		
General Education Must be World Language course.		3
Elective 9 credits must be upper division; 3 credits must be ART and 3 credits must be Art Studio course. 3 credits must be outside the major.		12
	Credits	15
Year 4		
Fall		
ARH 411	Theory & Methods	3
Elective 9 credits must be upper division; 3 credits must be Art Studio course. 3 credits must be outside the major.		12
	Credits	15
Spring		
ART 410	Senior Career Orientation	1
Elective 10 credits must be upper division; 3 credits must be ART. 3 credits must be outside the major.		14
	Credits	15
	Total Credits	122

Art & Creative Media, Minor

Art & Creative Media Minor

The art & creative media minor functions to enrich the educational experience of a variety of majors. Students benefit from exposure to methodologies and tools to explore creative project solving in the world of creative industries. The art & creative media minor is a useful complement to a major in Business, Engineering, History, Media Communication, Music as well as most STEM related majors.

Specific Program Requirements

Course	Title	Credits
Minor Core Requirements		
ARC 110	INTEGRATED STUDIES	3
ARC 174	FUNDAMENTALS OF DIGITAL MEDIA	3
ART 141 or ART 176	DRAWING I PHOTOGRAPHY: EXPRESSIVE COMPOSITION	3
ART 211 or ART 212	HISTORY OF ART I HISTORY OF ART II	3
200 level ART Elective selected with Art Minor Advisor (3 cr)		3
300 level ART Electives selected with Art Minor Advisor (6 cr)		6
Total Credits		21

Art: Art Education K-12 Concentration, Bachelor of Arts

Department of Art Student Learning Outcomes & Assessment Activities

1. Students will apply discipline-specific competencies for success in their concentration area.
   - Outcome Assessment Activity: ART 410 Senior Career Orientation (1 c.h.) 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 Senior Career Orientation (1 c.h.) 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

Specific Program Requirements

Course	Title	Credits
Required Art Core Courses		
Art Core (new)		21
Choose 4, 200 level (12 cr)		
ART 234	PAINTING I	3
ART 247	CERAMICS I	3
ART 270	PRINTMAKING I	3
ART 276	PHOTOGRAPHY: CREATIVE LIGHTING	3
ART 242	DRAWING II	3.00
ART 233	SCULPTURE I	3.00
ART 274	DIGITAL ART I	3.00
ART 281	VISUAL COMMUNICATION: CREATIVE DESIGN STRATEGIES	3
ART HISTORY (6 credits)		3
ARH 411	THEORY & METHODS (new prefix)	3
ARH300/400	(new prefix for Art History)	3
Professional Development (2 credits)		
ARC 310	CRITICAL FUNDAMENTAL SKILLS REVIEW (new coursework series ARC series)	1
ARC 410	SENIOR CAPSTONE PRESENTATION (new course series ARC prefix)	1
Upper Division BA K-12 pathway (9 cr)		
ART300/400	(to be determined with art advisor)	3
ART300/400	(to be determined with art advisor)	3
ART300/400	(to be determined with art advisor)	3
Total Credits		65

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]:

1. Completion of the second level of a world language (course number 102)[2]
   - Students may test out of the course
2. Completion of WL 100 INTRO TO COMPARATIVE LINGUISTICS (3.00 c.h.), and ANTH 106 LANGUAGE, THOUGHT AND CULTURE (3.0 c.h.)/ENG 106 LANGUAGE, THOUGHT AND CULTURE (3.0 c.h.)
3. Completion of the second level of American Sign Language.

[1] International students for whom English is a second language may substitute two terms of English courses (excluding ENG 101 RHETORIC & WRITING I (3.0 c.h.) and ENG 102 RHETORIC & WRITING II (3.0 c.h.)) for the world language requirement.

[2] Completion of a world language course above 102 with a grade of C or better will satisfy the requirement.

Students completing a major in Art with an emphasis in K-12 are required to complete a minor in education and meet all other requirements outlined by the Teacher Education Program.

There are additional licensure requirements; consult the Teacher Education Program for details.

Art Core

Course	Title	Credits
ART 110	ART CAREER ORIENTATION	1
ART 115	TWO-DIMENSIONAL DESIGN	3.00
ART 116	THREE-DIMENSIONAL DESIGN	3.00
ART 141	DRAWING I	3.00
ART 211	HISTORY OF ART I	3
ART 212	HISTORY OF ART II	3
ART 242	DRAWING II	3.00
Total Credits		19

Specific Requirements for Secondary & K-12 Education/Minor

The student must complete an appropriate major and the following Education courses:

Course	Title	Credits
Select one of the following:		
PSYC 151	HUMAN DEVELOPMENT [1]	3
or PSYC 251	CHILDHOOD AND ADOLESCENCE	
or PSYC 342	EDUCATIONAL PSYCHOLOGY	
ED 202	FOUNDATIONS OF EDUCATION	3
ED 280	EDUCATIONAL MEDIA AND TECHNOLOGY [2]	3
ED 301	FRAMEWORKS OF TEACHING (Admission to Education is completed in this course)	4
RDG 435	CONTENT AREA LITERACY [3, 5]	4
Special Methods in Education Areas (Prerequisites - Admission to Education) [5, 6]		4

ED 412	TEACHING DIVERSE LEARNERS [4, 5]	3
ED 485	CAPSTONE SEMINAR IN EDUCATION	1
ED 488	STUDENT TEACHING SECONDARY	12
or ED 489	STUDENT TEACHING K-12	
Total Credits [3]		37-40

[1] Music students may take PSYC 151 HUMAN DEVELOPMENT (3.0 c.h.) or PSYC 251 CHILDHOOD AND ADOLESCENCE (3.0 c.h.).

[2] Music Education students may complete MUS 103 MUSIC AND COMPUTER TECHNOLOGY I (1.00 c.h.) and MUS 306 TECHNOLOGY FOR MUSIC EDUCATORS (2.00 c.h.) for ED 280 EDUCATIONAL MEDIA AND TECHNOLOGY (3.00 c.h.).

[3] English/Language Arts student must also complete RDG 355 LINGUISTICS FOR EDUCATORS (3.0 c.h.)

[4] Physical Education students may complete EPER 465 ADAPTED PHYSICAL EDUCATION (3.0 c.h.) or ED 412 TEACHING DIVERSE LEARNERS (3.00 c.h.).

[5] GPA of 2.6 required

[6] English/Language Arts student must also complete ED 447 TEACHING ENGLISH IN SECONDARY SCHOOLS (4.00 c.h.)

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;

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.

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Note: Students completing a major in ART with an emphasis in K-12 are required to complete a minor in Education and meet all other requirements outlined by the Teacher Education Program.

*Required for admission into the Teacher Education Program.

Course	Title	Credits
Year 1		
Fall		
ART 110	Art Career Orientation	3
ART 115 or ART 116	Two-Dimensional Design or Three-Dimensional Design	3
ART 141	Drawing I	3
ART 211		
ENG 101	Rhetoric & Writing I (GT-CO1)	3
	Credits	12
Spring		
ART 116 or ART 115	Three-Dimensional Design or Two-Dimensional Design	3
ART 212		
ART 242	Drawing II	3
ENG 102	Rhetoric & Writing II (GT-CO2)	3
General Education		3
	Credits	12
Year 2		
Fall		
ART 270	Printmaking I	3
COMR 103	Speaking and Listening (*)	3
ED 202	Foundations of Education	3
General Education		7
	Credits	16
Spring		
ART 234	Painting I	3
ART 247	Ceramics I	3
ART 281	Visual Communication: Creative Design Strategies	3
ED 280	Educational Media and Technology	3
Elective Must select from one of the following: PSYC 151, 251, 342		3
	Credits	15
Year 3		
Fall		
ART 276	Photography: Creative Lighting	3
ART 310	Portfolio Review	1
ED 301	Frameworks of Teaching	4
General Education Must be World Language course.		3
Elective Must be ART upper division course.		3
	Credits	14
Spring		
ART 410	Senior Career Orientation	1
ED 412	Teaching Diverse Learners	3
General Education 3 credits must be World Language course.		10
Elective Must be ART upper division course.		3
	Credits	17
Year 4		
Fall		
ED 446	Teaching K-12 Art	4
RDG 435	Content Area Literacy	4
Elective All courses must be ART upper division; 3 credits must also be Art History course.		9
	Credits	17
Spring		
ED 485	Capstone Seminar in Education	1
ED 489	Student Teaching K-12	12
	Credits	13
	Total Credits	116

Art & Creative Media: Art History Concentration, Bachelor of Arts

The Bachelor of Arts in Art History challenges students to examine art and architecture throughout the world and to become familiar with diverse cultures, religions, and perspectives. Art history courses investigate political, economic, and cultural factors in artistic production and reception. In addition to art history courses encompassing a variety of time periods, geographic regions, and theoretical frameworks, the degree includes studio art courses that provide experience with artmaking and courses in related fields, such as history and museum

studies. The BA in Art History fosters skills that lend themselves to a variety of career paths and fields of graduate study.

Department of Art Student Learning Outcomes & Assessment Activities

1. Students will apply discipline-specific competencies for success in their concentration area.
   - Outcome Assessment Activity: ART 410 Senior Career Orientation (1 c.h.) 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 Senior Career Orientation (1 c.h.) 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

Specific Program Requirements

Course	Title	Credits
Required Art Core Courses		
Art Core (new)		21
Exploration 200 (6 credits)		6
Choose 2: ART233,ART234,ART242,ART247,ART270,ART274,ART276,ART281		
Art History Required (3)		
ARH 411	THEORY & METHODS (new Art History prefix)	3
Upper Division BA:Art History Pathway (15cr)		15
selected with AH advisor, choose 5 Upper Division History		
Internship or Upper Division electives (12 cr)		12
selected with AH advisor, choose 4: HIST 300/400, ANTH 300/400, CS 300/400, WS 300/400, INTL 300/400, PHIL 300/400, or ART491		
Professional Development Seminar (2 cr)		
ARC 310	CRITICAL FUNDAMENTAL SKILLS REVIEW (new course series ARC)	1
ARC 410	SENIOR CAPSTONE PRESENTATION (new course series ARC)	1
Total Credits		59

Students seeking the degree of Bachelor of Arts must complete one of the three options listed below[1]:

1. Completion of the second level of a world language (course number 102)[2]
   - Students may test out of the course

2. Completion of WL 100 INTRO TO COMPARATIVE LINGUISTICS (3.00 c.h.), and ANTH 106 LANGUAGE, THOUGHT AND CULTURE (3.0 c.h.)/ENG 106 LANGUAGE, THOUGHT AND CULTURE (3.0 c.h.)
3. Completion of the second level of American Sign Language.

[1] International students for whom English is a second language may substitute two terms of English courses (excluding ENG 101 RHETORIC & WRITING I (3.0 c.h.) and ENG 102 RHETORIC & WRITING II (3.0 c.h.)) for the world language requirement.

[2] Completion of a world language course above 102 with a grade of C or better will satisfy the requirement.

Art Core

Course	Title	Credits
ART 110	ART CAREER ORIENTATION	1
ART 115	TWO-DIMENSIONAL DESIGN	3.00
ART 116	THREE-DIMENSIONAL DESIGN	3.00
ART 141	DRAWING I	3.00
ART 211	HISTORY OF ART I	3
ART 212	HISTORY OF ART II	3
ART 242	DRAWING II	3.00
Total Credits		19

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;
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.

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Note: In addition to requirements for the major and general education, students must complete either:

1. Any minor degree program listed in the catalog other than their major; or
2. 18 credit hours outside of the major.

Students may not use the same credits to satisfy requirements for both major and minor degrees, or use credits taken to satisfy general education requirements.

Course	Title	Credits
Year 1		
Fall		
ART 110	Art Career Orientation	3

ART 115	Two-Dimensional Design	3
or ART 116	or Three-Dimensional Design	
ART 141	Drawing I	3
ART 211		
ENG 101	Rhetoric & Writing I (GT-CO1)	3
	Credits	12
Spring		
ART 116	Three-Dimensional Design	3
or ART 115	or Two-Dimensional Design	
ART 212		
ART 242	Drawing II	3
ENG 102	Rhetoric & Writing II (GT-CO2)	3
General Education		3
	Credits	12
Year 2		
Fall		
General Education [3 credits must be World Language course.]		13
Elective [Must be Art Studio course.]		3
	Credits	16
Spring		
General Education [3 credits must be World Language course.]		7
Elective [4 credits must be Art Studio course. 3 credits must be outside the major.]		9
	Credits	16
Year 3		
Fall		
ART 310	Portfolio Review	1
General Education		3
Elective [6 credits must be upper division; 3 credits must be Art History course. 6 credits must be outside the major.]		12
	Credits	16
Spring		
Elective [9 credits must be upper division; 3 credits must be Art Studio course. 6 credits must be outside the major.]		15
	Credits	15
Year 4		
Fall		
Elective [13 credits must be upper division; 3 credits must be ART and 3 credits must be Art History Non-Western course. 3 credits must be outside the major.]		16
	Credits	16
Spring		
ART 410	Senior Career Orientation	1
Elective [9 credits must be upper division; 6 credits must be Art History.]		13
	Credits	14
	Total Credits	117

Cannabis Studies, Minor

Mission

The Cannabis Studies Minor is an 18 credit program of study designed for students seeking to complement their major program of study in Social Work, Sociology, History, Political Science, Psychology, 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.

Advising

Student should contact the College of Humanities, Arts, and Social Sciences Dean's office by calling (719) 549-2863.

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 Program Requirements

Course	Title	Credits
Core Courses		
SOC 261	CANNABIS & SOCIETY	3.0
SOC 361	CANNABIS POLICY	3.0
Elective Courses		
Select 12 credits from the following (or other elective courses as approved): [1]		12
CAN 301	CANNABINOIDS AS MEDICINE	3
CAN 492	RESEARCH	1-3
CRIM 305	WOMEN & CRIME [2]	3.0
CRIM 359	COMMUNITY CORRECTIONS	3
CS 325	HEALTH IN THE CHICANO COMMUNITY [3]	3.00
POLS 323	CRIMINAL LAW AND PROCEDURE	3.0
POLS 340	PUBLIC POLICY	3.0
PSYC 220	DRUGS AND BEHAVIOR	3.0
PSYC 331	PHYSIOLOGICAL PSYCHOLOGY	3.0
PSYC 331L	PHYSIOLOGICAL PSYCHOLOGY LAB	1.0
PSYC 352	SOCIAL PSYCHOLOGY	3.0
PSYC 362	ABNORMAL PSYCHOLOGY	3.0
SOC 201	SOCIAL PROBLEMS	3
SOC 203	THE CRIMINAL JUSTICE SYSTEM	3
SOC 305	WOMEN & CRIME	3.0
SOC 418	CRIME, DRUGS AND SOCIAL POLICY	3.00
SW 325	HEALTH IN THE CHICANO COMMUNITY	3

SW 350	SOCIAL WELFARE POLICY	3.00
WS 305	WOMEN & CRIME	3.0

[1] Note: Many of these electives have prerequisites that would satisfy general education requirements.

[2] CRIM 305, SOC 305, WS 305, cross-listed course

[3] CS 325, SW 325, cross-listed course

Chicano/a Studies, Minor

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.

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.

Specific Program Requirements

Course	Title	Credits
Required Courses		
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		
Selet 9 credits		9
Total Credits		24

Electives

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.

Course	Title	Credits
CS/ENG 220	SURVEY OF CHICANO LITERATURE	3
CS/SW 230	CHICANO: SOCIAL AND PSYCHOLOGICAL STUDY	3
CS 235	BALLET FOLKLORICO	3
CS 291	SPECIAL TOPICS	1-3
CS 303	CHICANO LABOR HISTORY IN THE UNITED STATES	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 FEMINISMS	3
CS/HIST 489	BORDERLANDS	3
CS 491	SPECIAL TOPICS	1-3
CS 495	INDEPENDENT STUDY	1-3
CS 498	INTERNSHIP	1-3

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.

Students must earn a C or better in all courses applicable to the minor.

English & World Languages Department

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.

World Languages Program

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. Most of our students choose to double major or combine their Spanish BA with fields such as Social Work, Psychology, Sociology, English, Pre Nursing, Political Science, Media Communication, Business, Exercise Science, Public Health, etc.

Other students complete their Spanish BA for teaching, translation certifications, or admission to graduate school.

Minors in 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 French, German, American Sign Language, and Comparative Linguistics (listed under WL) are offered as permitted by enrollment. Student exchanges with foreign universities and other study-abroad programs are encouraged.

Academic Programs

- Communication & Information Design, Certificate (p. 224)
- Communication & Information Design, Minor (p. 224)
- Creative Writing, Minor (p. 225)
- English 3+2 Program, Joint Bachelor of Arts/Master of Arts (p. 226)
- English, Bachelor of Arts (p. 228)
- English, Graduate Certificate (p. 230)
- English, Master of Arts (p. 230)
- English, Minor (p. 231)
- English: Creative Writing Concentration, Bachelor of Arts (p. 232)
- English: Secondary Teaching Endorsement, Bachelor of Arts (p. 234)
- Italian, Minor (p. 236)
- Spanish, Minor (p. 237)
- User Experience, Certificate (p. 237)
- World Language-Spanish, Bachelor of Arts (p. 237)
- World Language-Spanish: K-12 Teaching Endorsement, Bachelor of Arts (p. 239)

Communication & Information Design, Certificate

The Communication and Information Design Certificate is intended for students interested in developing foundational communication and information design skills that are fundamental for numerous contemporary jobs and careers. The certificate is intended to validate the student's attainment of these skills and therefore assist them in initial employment or professional advancement.

The goal of this proposed certificate is twofold: To help students attain the communication and design skills that are fundamental to many contemporary jobs and careers and to provide them a credential that verifies their attainment of these skill, thereby assisting them with securing employment or professional advancement.

Specific Program Requirements

Course	Title	Credits
COMR 230	DOCUMENT DESIGN	3
COMR 350	COMMUNICATING IN PROFESSIONS	3.00
ENG 326	WRITING FOR THE WEB	3.0

Communication & Information Design, Minor

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.

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. Produce and deliver content and messaging appropriate in a variety of contexts.
2. Work in small groups to facilitate collaboration with others.
3. Create artifacts that reflect critical cultural awareness.
4. Communicate contextually relevant knowledge.

Outcomes Assessment Activities

Faculty teaching in the minor will evaluate pre-determined assignments/ artifacts to determine if students are meeting the program objectives. The results of assessment activities will be used to make changes to courses and/or curriculum to improve students' mastery of outcomes.

The Communication & Information Design 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.

Course	Title	Credits
Required Courses		
COMR 103	SPEAKING AND LISTENING	3
ENG 115	INTRODUCTION TO TECHNICAL WRITING	3.0
or ENG 116	INTRODUCTION TO BUSINESS WRITING	
or ENG 117	INTRO. SCIENTIFIC/MEDICAL WRITING	
COMR 230	DOCUMENT DESIGN	3.0
COMR 350	COMMUNICATING IN PROFESSIONS	3
COMR 493	SEMINAR	3
Elective Courses		
Select two electives		6

COMR 204	INTRODUCTION TO RHETORIC	3.00
ENG 204	INTRODUCTION TO RHETORIC	3.00
COMR 205	INTRODUCTION TO USER EXPERIENCE	3.00
ENG 205	INTRODUCTION TO USER EXPERIENCE	3.00
COMR 212	ARGUMENTATION	3.00
COMR 221	INTERPERSONAL COMMUNICATION	3.00
ENG 302	GRANT WRITING	3.00
ENG 304	ADVANCED RHETORICAL STUDY	3.00
ENG 305	TECHNICAL AND SCIENTIFIC REPORT WRITING	3.00
ENG 306	VISUAL RHETORIC	3.00
COMR 312	PERSUASION	2.00
ENG 319	PROFESSIONAL EDITING	
COMR 335	GENDER AND COMMUNICATION	3.00
ENG 335	GENDER AND COMMUNICATION	3.00
COMR 345	INTERCULTURAL COMMUNICATION	3.00
ENG 345	INTERCULTURAL COMMUNICATION	3.00
COMR 376	USER EXPERIENCE DESIGN	3.00
ENG 376	USER EXPERIENCE DESIGN	3.00
COMR 377	USABILITY AND USER EXPERIENCE	3.00
ENG 377	USABILITY AND USER EXPERIENCE	3.00
COMR 495	INDEPENDENT STUDY	1.00
Total Credits		78

Electives

Course	Title	Credits
BSAD 270	BUSINESS COMMUNICATIONS	3.0
COMR/ENG 205	INTRODUCTION TO USER EXPERIENCE	3
COMR 212	ARGUMENTATION	3
COMR 221	INTERPERSONAL COMMUNICATION	3
MC 222	BROADCAST NEWS WRITING	3.0
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
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 440	MAGAZINE WRITING	3
ENG 445	MAGAZINE EDITING AND PRODUCTION	3
COMR 491	SPECIAL TOPICS	3
COMR 495	INDEPENDENT STUDY	3
MC 222	BROADCAST NEWS WRITING	3.0

Students cannot count courses being used for a major or minor requirement in ENG or MC 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.

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

1. Demonstrate and apply traditional and contemporary knowledge in cultural contexts.
2. Conduct, analyze, evaluate, and integrate academic research and theory.
3. Construct and deconstruct arguments using a range of rhetorical strategies.
4. Utilize innovative creative, technological, and literacy skills to foster career and community growth.

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 record student and former student publications, reporting the result annually, specifically in English 114 and English 414 courses.

Specific Program Requirements

Course	Title	Credits
Required Core Courses		**9**
ENG 114	INTRODUCTION TO CREATIVE WRITING (to be taken at the start of the minor)	3
ENG 201	INTRODUCTION TO THEORY	3
ENG 414	ADVANCED CREATIVE WRITING WORKSHOP (to be taken at the end of the minor)	3
Writing and Practice (Select two courses.)		**6**
ENG 310	ADVANCED LITERARY FORMS & GENRES	3.0
ENG 315	CREATIVE WRITING: POETRY	3.00
ENG 316	CREATIVE WRITING: FICTION	3.00
ENG 317	CREATIVE NONFICTION	3.00
ENG 318	CREATIVE WRITING: DRAMA	3.00
ENG 319	PROFESSIONAL EDITING	
Development and Impact (Select one course.)		**3**
COMR 350	COMMUNICATING IN PROFESSIONS	3.00
ENG 445	MAGAZINE EDITING AND PRODUCTION	3.00
Elective Courses (Select one course) [1]		**3**
ENG 204	INTRODUCTION TO RHETORIC	3.00
ENG 205	INTRODUCTION TO USER EXPERIENCE	3.00
ENG 220	SURVEY OF CHICANO LITERATURE	3.00
ENG 240	MULTI-ETHNIC AMERICAN LITERATURE	3.0
ENG 241	WOMEN IN LITERATURE	3.00
ENG 306	VISUAL RHETORIC	3.00
ENG 328	CONTEMPORARY AMERICAN LIT	3.0

ENG 352	ENGLISH SYNTAX AND USAGE	3.00
ENG 412	YOUNG ADULT LITERATURE	3.00
ENG 484	STUDIES IN MAJOR WRITERS	3.00
ENG 492	RESEARCH	3.00
ENG 494	FIELD EXPERIENCE	1.00
ENG 485	LITERARY CRITICISM AND THEORY	3.00
ENG 491	SPECIAL TOPICS	1.00
CS 341	CHICANA WRITERS	3.00
WS 341	CHICANA WRITERS	3.00
MC 211	DIGITAL PUBLISHING	3
MC 233	SCRIPT WRITING	3.0
Total Credits		21

1   Courses used to fulfill requirements above cannot be used for elective credit.

English 3+2 Program, Joint Bachelor of Arts/Master of Arts

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 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.

Student Learning Outcomes

1. Upon completion of the B.A. in English program, students will:
2. Demonstrate and apply traditional and contemporary knowledge in cultural contexts.
3. Conduct, analyze, evaluate, and integrate academic research and theory.
4. Construct and deconstruct arguments using a range of rhetorical strategies.
5. Utilize innovative creative, technological, and literacy skills to foster career and community growth.

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 advisors monitor each student's progress toward completing major requirements listed in the catalog.
- All English majors take a senior-year seminar (ENG 493 Senior Seminar (3 c.h.)) emphasizing professional standards and synthesizing the writing and analytical skills students have acquired in other English classes. All students in ENG 493 Senior Seminar (3 c.h.) write a senior research paper, one copy of which is submitted to the department chairperson for dissemination for review. In order to pass ENG 493 Senior Seminar (3 c.h.), students must demonstrate satisfactory levels of achievement in meeting the program goals.
- English Program faculty review the papers from ENG 493 Senior Seminar (3 c.h.) 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.

Specific Program Requirements

Students in the 3+2 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.

The 3+2 degree has the following requirements:

Course	Title	Credits
General Education (including world language)		41
English Major		46
Minor		18-24
Elective Courses		3

MA Requirements		30
Total Credits		138-144

The following graduate linguistics courses could be used to satisfy the undergraduate linguistics elective requirement: ENG 521 (c.h.), ENG 522 PHONOLOGY & MORPHOLOGY FOR ESL/EFL (3.00 c.h.), ENG 523 SYNTAX FOR TESL/TEFL (3.00 c.h.), ENG 524 (c.h.), ENG 553 LANGUAGE IN THE USA (3.00 c.h.), ENG 560 LANGUAGE ACQUISITION & LINGUISTICS (3.00 c.h.).

Undergraduate Requirements

English Major Core

A total of 46 credits in English beyond ENG 101 RHETORIC & WRITING I (3.0 c.h.) and ENG 102 RHETORIC & WRITING II (3.0 c.h.) (WL 100 INTRO TO COMPARATIVE LINGUISTICS (3.00 c.h.) and ENG 106 LANGUAGE, THOUGHT AND CULTURE (3.0 c.h.) may be counted, but not double counted for World Language), distributed as follows:

Course	Title	Credits
Required Courses		
Core Courses		
ENG 201	INTRODUCTION TO THEORY (to be taken at or near the start of the program)	3
ENG 204	INTRODUCTION TO RHETORIC	3.00
ENG 485	LITERARY CRITICISM AND THEORY	3.00
ENG 493	SENIOR SEMINAR (to be taken at or near the end of the program)	3
Select two courses for Development and Impact (one must be COMR 350)		**6**
ENG 115	INTRODUCTION TO TECHNICAL WRITING	3.0
ENG 116	INTRODUCTION TO BUSINESS WRITING	3.0
ENG 117	INTRO. SCIENTIFIC/MEDICAL WRITING	3.0
COMR 350	COMMUNICATING IN PROFESSIONS	3.00
ENG 492	RESEARCH	3.00
ENG 494	FIELD EXPERIENCE	1.00
Select at least three courses in Writing & Practice [2]		**9**
ENG 114	INTRODUCTION TO CREATIVE WRITING	3.00
ENG 205	INTRODUCTION TO USER EXPERIENCE	3.00
ENG 303	ADVANCED COMPOSITION	3.00
ENG 304	ADVANCED RHETORICAL STUDY	3.00
ENG 305	TECHNICAL AND SCIENTIFIC REPORT WRITING	3.00
ENG 306	VISUAL RHETORIC	3.00
ENG 310	ADVANCED LITERARY FORMS & GENRES	3.0
ENG 315	CREATIVE WRITING: POETRY	3.00
ENG 316	CREATIVE WRITING: FICTION	3.00
ENG 317	CREATIVE NONFICTION	3.00
ENG 318	CREATIVE WRITING: DRAMA	3.00
ENG 319	PROFESSIONAL EDITING	
ENG 352	ENGLISH SYNTAX AND USAGE	3.00
ENG 376	USER EXPERIENCE DESIGN	3.00
ENG 377	USABILITY AND USER EXPERIENCE	3.00
ENG 412	YOUNG ADULT LITERATURE	3.00
ENG 414	ADVANCED CREATIVE WRITING WORKSHOP	3.0
ENG 445	MAGAZINE EDITING AND PRODUCTION	3.00
ENG 491	SPECIAL TOPICS	1.00

Course	Title	Credits
Select at least three courses in Literature in Historical Perspective [1]		**9**
ENG 210	AMERICAN LITERATURE I	3.00
ENG 212	AMERICAN LITERATURE II	3.00
ENG 221	MASTERPIECES OF LITERATURE I	3.00
ENG 222	MASTERPIECES OF LITERATURE II	3.00
ENG 231	LITERATURE OF ENGLAND I	3.00
ENG 232	LITERATURE OF ENGLAND II	3.00
ENG 328	CONTEMPORARY AMERICAN LIT	3.0
ENG 360	HISTORICAL PERSPECTIVES IN AMERICAN LITERATURE	3
ENG 361	HISTORICAL PERSPECTIVES IN WESTERN LITERATURE	3
ENG 362	HISTORICAL PERSPECTIVES IN NON-WESTERN LITERATURE	3
Select at least two courses in Major Writers (at least one of which must be in Shakespeare)		**6**
ENG 441	CHAUCER AND HIS AGE	3.00
ENG 481	SHAKESPEARE	3.00
ENG 484	STUDIES IN MAJOR WRITERS	3.00
Select two courses for Diversity and Inclusion.		**6**
ENG 106	LANGUAGE, THOUGHT AND CULTURE	3.00
ENG 240	MULTI-ETHNIC AMERICAN LITERATURE	3.0
ENG 241	WOMEN IN LITERATURE	3.00
ENG 335	GENDER AND COMMUNICATION	3.00
CS 341	CHICANA WRITERS	3.00
WS 341	CHICANA WRITERS	3.00
ENG 345	INTERCULTURAL COMMUNICATION	3.00
Elective Courses		
Select at least 12 credits of English electives [4]		12
Total Credits		48

[1] Selected with the approval of the major adviser, two of which are recommended to comprise of a sequence of American or British literature at the 200 level (i.e., ENG 210 AMERICAN LITERATURE I (3.00 c.h.) and ENG 212 AMERICAN LITERATURE II (3.00 c.h.) or ENG 221 MASTERPIECES OF LITERATURE I (3.00 c.h.) and ENG 222 MASTERPIECES OF LITERATURE II (3.00 c.h.) or ENG 231 LITERATURE OF ENGLAND I (3.00 c.h.) and ENG 232 LITERATURE OF ENGLAND II (3.00 c.h.)), while the third must be at the 300 level or above.

[2] Beyond ENG 101 RHETORIC & WRITING I (3.0 c.h.) and ENG 102 RHETORIC & WRITING II (3.0 c.h.).

[3] WL 100 INTRO TO COMPARATIVE LINGUISTICS (3.00 c.h.) and ENG 106 LANGUAGE, THOUGHT AND CULTURE (3.0 c.h.) may be counted, but not double counted for World Language.

[4] Selected with the approval of the major adviser (General Education and World Language requirements may not be double counted).

Graduate Requirements

English MA Core

Course	Title	Credits
ENG 501	THEORIES OF WRITING	3
ENG 502	RESEARCH METHODS	3
ENG 503	LITERARY THEORY	3
ENG 5xx	Electives	15

ENG 599	THESIS RESEARCH	6
Total Credits		30

English, Bachelor of Arts

The BA in English provides students with foundational knowledge in literature, writing and practice, critical thinking, literary theory, culture and diversity, and the power of language that will empower them to innovate, communicate, and discover the necessary skills to thrive in their professional career paths and serve their community.

Student Learning Outcomes

Upon completion of the B.A. in English program, students will:

1. Demonstrate and apply traditional and contemporary knowledge in cultural contexts.
2. Conduct, analyze, evaluate, and integrate academic research and theory.
3. Construct and deconstruct arguments using a range of rhetorical strategies.
4. Utilize innovative creative, technological, and literacy skills to foster career and community growth.

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 advisors monitor each student's progress toward completing major requirements listed in the catalog.
- All English majors take a senior-year seminar ENG 493 Senior Seminar (3 c.h.) emphasizing professional standards and synthesizing the writing and analytical skills students have acquired in other English classes. All students in ENG 493 write a senior research paper, one copy of which is submitted to the department chairperson for dissemination for review. In order to pass ENG 493, students must demonstrate satisfactory levels of achievement in meeting the program goals.
- English Program faculty review the papers from ENG 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.

Specific Program Requirements

- Specific requirements for the English major are listed below. Students should consult with an advisor 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 ENG 106 LANGUAGE, THOUGHT AND CULTURE (3.0 c.h.) and WL 100 INTRO TO COMPARATIVE LINGUISTICS (3.00 c.h.) OR ASL 101 BEGINNING AMERICAN SIGN LANGUAGE I (3.0 c.h.) and ASL 102 BEGINNING AMERICAN SIGN LANGUAGE II (3.0 c.h.). For International students, ENG 101 RHETORIC & WRITING I (3.0 c.h.) and ENG 102 RHETORIC & WRITING II (3.0 c.h.) fulfill the World Language Requirement.
- For teaching endorsement requirements, see the Teacher Education Program section.

Specific 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.

- Faculty advisors meet individually with each of their students on a regular basis to help plan schedules and discuss educational and career goals. advisors 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 Core Requirements

A total of 46 credits in English beyond ENG 101 RHETORIC & WRITING I (3.0 c.h.) and ENG 102 RHETORIC & WRITING II (3.0 c.h.) (WL 100 INTRO TO COMPARATIVE LINGUISTICS (3.00 c.h.) and ENG 106 LANGUAGE, THOUGHT AND CULTURE (3.0 c.h.) may be counted, but not double counted for World Language), distributed as follows:

Course	Title	Credits
Required Courses		
Core Courses		
ENG 201	INTRODUCTION TO THEORY (to be taken at or near the start of the program)	3
ENG 204	INTRODUCTION TO RHETORIC	3.00
ENG 485	LITERARY CRITICISM AND THEORY	3.00
ENG 493	SENIOR SEMINAR (to be taken at or near the end of the program)	3
Select two courses for Development and Impact (one must be COMR 350)		**6**
ENG 115	INTRODUCTION TO TECHNICAL WRITING	3.0
ENG 116	INTRODUCTION TO BUSINESS WRITING	3.0
ENG 117	INTRO. SCIENTIFIC/MEDICAL WRITING	3.0
COMR 350	COMMUNICATING IN PROFESSIONS	3.00
ENG 492	RESEARCH	3.00
ENG 494	FIELD EXPERIENCE	1.00
Select at least three courses in Writing & Practice [2]		**9**
ENG 114	INTRODUCTION TO CREATIVE WRITING	3.00
ENG 205	INTRODUCTION TO USER EXPERIENCE	3.00
ENG 303	ADVANCED COMPOSITION	3.00
ENG 304	ADVANCED RHETORICAL STUDY	3.00
ENG 305	TECHNICAL AND SCIENTIFIC REPORT WRITING	3.00
ENG 306	VISUAL RHETORIC	3.00
ENG 310	ADVANCED LITERARY FORMS & GENRES	3.0

ENG 315	CREATIVE WRITING: POETRY	3.00
ENG 316	CREATIVE WRITING: FICTION	3.00
ENG 317	CREATIVE NONFICTION	3.00
ENG 318	CREATIVE WRITING: DRAMA	3.00
ENG 319	PROFESSIONAL EDITING	
ENG 352	ENGLISH SYNTAX AND USAGE	3.00
ENG 376	USER EXPERIENCE DESIGN	3.00
ENG 377	USABILITY AND USER EXPERIENCE	3.00
ENG 412	YOUNG ADULT LITERATURE	3.00
ENG 414	ADVANCED CREATIVE WRITING WORKSHOP	3.0
ENG 445	MAGAZINE EDITING AND PRODUCTION	3.00
ENG 491	SPECIAL TOPICS	1.00
Select at least three courses in Literature in Historical Perspective [1]		**9**
ENG 210	AMERICAN LITERATURE I	3.00
ENG 212	AMERICAN LITERATURE II	3.00
ENG 221	MASTERPIECES OF LITERATURE I	3.00
ENG 222	MASTERPIECES OF LITERATURE II	3.00
ENG 231	LITERATURE OF ENGLAND I	3.00
ENG 232	LITERATURE OF ENGLAND II	3.00
ENG 328	CONTEMPORARY AMERICAN LIT	3.0
ENG 360	HISTORICAL PERSPECTIVES IN AMERICAN LITERATURE	3
ENG 361	HISTORICAL PERSPECTIVES IN WESTERN LITERATURE	3
ENG 362	HISTORICAL PERSPECTIVES IN NON-WESTERN LITERATURE	3
Select at least two courses in Major Writers (at least one of which must be in Shakespeare)		**6**
ENG 441	CHAUCER AND HIS AGE	3.00
ENG 481	SHAKESPEARE	3.00
ENG 484	STUDIES IN MAJOR WRITERS	3.00
Select two courses for Diversity and Inclusion.		**6**
ENG 106	LANGUAGE, THOUGHT AND CULTURE	3.00
ENG 240	MULTI-ETHNIC AMERICAN LITERATURE	3.0
ENG 241	WOMEN IN LITERATURE	3.00
ENG 335	GENDER AND COMMUNICATION	3.00
CS 341	CHICANA WRITERS	3.00
WS 341	CHICANA WRITERS	3.00
ENG 345	INTERCULTURAL COMMUNICATION	3.00
Elective Courses		
Select at least 12 credits of English electives [4]		12
Total Credits		48

[1] Selected with the approval of the major adviser, two of which are recommended to comprise of a sequence of American or British literature at the 200 level (i.e., ENG 210 AMERICAN LITERATURE I (3.00 c.h.) and ENG 212 AMERICAN LITERATURE II (3.00 c.h.) or ENG 221 MASTERPIECES OF LITERATURE I (3.00 c.h.) and ENG 222 MASTERPIECES OF LITERATURE II (3.00 c.h.) or ENG 231 LITERATURE OF ENGLAND I (3.00 c.h.) and ENG 232 LITERATURE OF ENGLAND II (3.00 c.h.)), while the third must be at the 300 level or above.

[2] Beyond ENG 101 RHETORIC & WRITING I (3.0 c.h.) and ENG 102 RHETORIC & WRITING II (3.0 c.h.).

[3] WL 100 INTRO TO COMPARATIVE LINGUISTICS (3.00 c.h.) and ENG 106 LANGUAGE, THOUGHT AND CULTURE (3.0 c.h.) may be counted, but not double counted for World Language.

[4] Selected with the approval of the major adviser (General Education and World Language requirements may not be double counted).

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Note: In addition to requirements for the major and general education, students must complete either:

1. Any minor degree program listed in the catalog other than their major; or
2. 18 credit hours outside of the major.

Students may not use the same credits to satisfy requirements for both major and minor degrees, or use credits taken to satisfy general education requirements.

Course	Title	Credits
Year 1		
Fall		
ENG 101	Rhetoric & Writing I (GT-CO1)	3
COMR 350	Communicating in Professions	3
General Education		10
	Credits	16
Spring		
ENG 102	Rhetoric & Writing II (GT-CO2)	3
General Education		13
	Credits	16
Year 2		
Fall		
ENG 201	Introduction to Theory	3
ENG 204	Introduction to Rhetoric	3
General Education		6
Elective [3 credits must be first sequence in English Historical Perspective. 3 credits must must be outside the major.]		3
	Credits	15
Spring		
Elective [3 credits must be second sequence in English Historical Perspective. 6 credits must work toward fulfilling English Writing & Practice, Major Writers, or Culture & Diversity requirements. 5 credits must must be outside the major.]		14
	Credits	14
Year 3		
Fall		
ENG 481	Shakespeare	3
ENG 485	Literary Criticism and Theory	3
Elective [3 credits must be ENG upper division. 6 credits must be outside the major.]		9
	Credits	15
Spring		
ENG 484 or ENG 441	Studies in Major Writers or Chaucer and His Age	3

Elective ⁹ credits must be ENG upper division and working toward fulfilling English Writing & Practice, Major Writers, or Culture & Diversity requirements. 3 credits must be outside the major.		12
	Credits	15
Year 4		
Fall		
Elective ⁶ credits must be ENG upper division; 3 credits must be English Historical Perspective. 6 credits must be upper division and outside the major.		16
	Credits	16
Spring		
ENG 493	Senior Seminar	3
Elective ⁶ credits must be upper division.		12
	Credits	15
	Total Credits	122

English, Graduate Certificate

Specific Program Requirements

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.

Course	Title	Credits
ENG 501	THEORIES OF WRITING	3
ENG 502	RESEARCH METHODS	3
ENG 503	LITERARY THEORY	3
ENG 5xx	Electives	9
Total Credits		18

English, Master of Arts

The Department of English and World Languages offers a general program of study leading to a Master of Arts (M.A.) in English.

Specific 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 reverences. 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 fee 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 (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.

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

1. Demonstrate and apply traditional and contemporary knowledge in cultural contexts.
2. Conduct, analyze, evaluate, and integrate academic research and theory.
3. Construct and deconstruct arguments using a range of rhetorical strategies.
4. Utilize innovative creative, technological, and literacy skills to foster career and community growth.

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.

Specific Program Requirements
Exam Option

Course	Title	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 Credits		30

Thesis Option

Course	Title	Credits
ENG 501	THEORIES OF WRITING	3
ENG 502	RESEARCH METHODS	3
ENG 503	LITERARY THEORY	3
ENG 5xx	Electives	15
ENG 599	THESIS RESEARCH	6
Total Credits		30

Specific 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.

English, Minor

The Minor in English provides students with foundational knowledge in literature, writing and practice, critical thinking, literary theory, culture and diversity, and the power of language that will empower them to innovate, communicate, and discover the necessary skills to thrive in their professional career paths and serve their community and complement their majors.

Learning Outcomes

Upon completion of the B.A. in English program, students will:

1. Demonstrate and apply traditional and contemporary knowledge in cultural contexts.
2. Conduct, analyze, evaluate, and integrate academic research and theory.
3. Construct and deconstruct arguments using a range of rhetorical strategies.
4. Utilize innovative creative, technological, and literacy skills to foster career and community growth.

Specific Program Requirements

Course	Title	Credits
Core Courses		
ENG 201	INTRODUCTION TO THEORY	3
ENG 204	INTRODUCTION TO RHETORIC	3.00
Literature (Select one course)		**3**
ENG 130	INTRODUCTION TO LITERATURE	3.00
ENG 210	AMERICAN LITERATURE I	3.00
ENG 212	AMERICAN LITERATURE II	3.00
ENG 221	MASTERPIECES OF LITERATURE I	3.00
ENG 222	MASTERPIECES OF LITERATURE II	3.00
ENG 231	LITERATURE OF ENGLAND I	3.00
ENG 232	LITERATURE OF ENGLAND II	3.00
ENG 328	CONTEMPORARY AMERICAN LIT	3.0
ENG 360	HISTORICAL PERSPECTIVES IN AMERICAN LITERATURE	3
ENG 361	HISTORICAL PERSPECTIVES IN WESTERN LITERATURE	3
ENG 362	HISTORICAL PERSPECTIVES IN NON-WESTERN LITERATURE	3
ENG 441	CHAUCER AND HIS AGE	3.00
ENG 481	SHAKESPEARE	3.00
ENG 484	STUDIES IN MAJOR WRITERS	3.00
ENG 493	SENIOR SEMINAR	3.00
Writing and Practice		**3**
ENG 114	INTRODUCTION TO CREATIVE WRITING	3.00
ENG 205	INTRODUCTION TO USER EXPERIENCE	3.00
ENG 303	ADVANCED COMPOSITION	3.00
ENG 304	ADVANCED RHETORICAL STUDY	3.00
ENG 305	TECHNICAL AND SCIENTIFIC REPORT WRITING	3.00
ENG 306	VISUAL RHETORIC	3.00
ENG 310	ADVANCED LITERARY FORMS & GENRES	3.0
ENG 315	CREATIVE WRITING: POETRY	3.00
ENG 316	CREATIVE WRITING: FICTION	3.00
ENG 317	CREATIVE NONFICTION	3.00
ENG 318	CREATIVE WRITING: DRAMA	3.00
ENG 319	PROFESSIONAL EDITING	
ENG 352	ENGLISH SYNTAX AND USAGE	3.00
ENG 376	USER EXPERIENCE DESIGN	3.00

ENG 377	USABILITY AND USER EXPERIENCE	3.00
ENG 412	YOUNG ADULT LITERATURE	3.00
ENG 414	ADVANCED CREATIVE WRITING WORKSHOP	3.0
ENG 445	MAGAZINE EDITING AND PRODUCTION	3.00
ENG 491	SPECIAL TOPICS	1.00
Culture and Diversity		**3**
ENG 106	LANGUAGE, THOUGHT AND CULTURE	3.00
ENG 220	SURVEY OF CHICANO LITERATURE	3.00
ENG 240	MULTI-ETHNIC AMERICAN LITERATURE	3.0
ENG 241	WOMEN IN LITERATURE	3.00
ENG 335	GENDER AND COMMUNICATION	3.00
ENG 345	INTERCULTURAL COMMUNICATION	3.00
CS 341	CHICANA WRITERS	3.00
WS 341	CHICANA WRITERS	3.00
Elective		**3**
Note: 9 credits must be upper division courses.		
Total Credits		18

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 INTRODUCTION TO THEORY (3.0 c.h.). Courses must be chosen in consultation with an advisor in English. Students must complete with a grade of C or better all courses counting toward the major or minors

English: Creative Writing Concentration, Bachelor of Arts

The BA in English with a Creative Writing Emphasis provides students with foundational knowledge in literature, writing and practice, critical thinking, literary theory, culture and diversity, literary citizenship, and the power of language that will empower them to innovate, communicate, and discover the necessary skills to thrive in their professional career paths and serve their community. The Creative Writing emphasis also prepares students for the professional opportunities in the creative writing world, MFA programs, and the rewarding and challenging world of publishing.

Student Learning Outcomes

Upon completion of the B.A. in English program, students will:

1. Demonstrate and apply traditional and contemporary knowledge in cultural contexts.
2. Conduct, analyze, evaluate, and integrate academic research and theory.
3. Construct and deconstruct arguments using a range of rhetorical strategies.
4. Utilize innovative creative, technological, and literacy skills to foster career and community growth.

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 advisors monitor each student's progress toward completing major requirements listed in the catalog.
- All English majors take a senior-year seminar ENG 493 Senior Seminar (3 c.h.) emphasizing professional standards and synthesizing the writing and analytical skills students have acquired in other English classes. All students in ENG 493 write a senior research paper, one copy of which is submitted to the department chairperson for dissemination for review. In order to pass ENG 493, students must demonstrate satisfactory levels of achievement in meeting the program goals.
- English Program faculty review the papers from ENG 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.

Specific Program Requirements

- Specific requirements for the English major are listed below. Students should consult with an advisor 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 ENG 106 LANGUAGE, THOUGHT AND CULTURE (3 c.h.) and WL 100 INTRO TO COMPARATIVE LINGUISTICS (3 c.h.) OR ASL 101 BEGINNING AMERICAN SIGN LANGUAGE I (3 c.h.) and ASL 102 BEGINNING AMERICAN SIGN LANGUAGE II (3 c.h.). For International students, fulfill the World Language Requirement.
- For teaching endorsement requirements, see the Teacher Education Program section.
- Faculty advisors meet individually with each of their students on a regular basis to help plan schedules and discuss educational and career goals. advisors 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.

A total of **46** credits in English beyond ENG 101 RHETORIC & WRITING I (3.0 c.h.) and ENG 102 RHETORIC & WRITING II (3.0 c.h.) (WL 100 INTRO TO COMPARATIVE LINGUISTICS (3.00 c.h.) and ENG 106 LANGUAGE, THOUGHT AND CULTURE (3.0 c.h.) may be counted, but not double counted for World Language), distributed as follows:

Course	Title	Credits
Core Classes		**18**
ENG 114	INTRODUCTION TO CREATIVE WRITING (to be taken at or near the start of the program)	3.00
ENG 201	INTRODUCTION TO THEORY	3.0

ENG 204	INTRODUCTION TO RHETORIC	3.00
ENG 414	ADVANCED CREATIVE WRITING WORKSHOP (Taken toward the end of the program.)	3.0
ENG 485	LITERARY CRITICISM AND THEORY	3.00
ENG 493	SENIOR SEMINAR (to be taken at or near the end of the program)	3.00
Culture and Diversity (Select Two Courses)		**6**
ENG 106	LANGUAGE, THOUGHT AND CULTURE	3.0
ENG 220	SURVEY OF CHICANO LITERATURE	3.00
ENG 240	MULTI-ETHNIC AMERICAN LITERATURE	3.0
ENG 241	WOMEN IN LITERATURE	3.00
ENG 335	GENDER AND COMMUNICATION	3.00
Development and Impact (Two courses, one must be COMR 350)		**6**
ENG 115	INTRODUCTION TO TECHNICAL WRITING	3.0
ENG 116	INTRODUCTION TO BUSINESS WRITING	3.0
ENG 117	INTRO. SCIENTIFIC/MEDICAL WRITING	3.0
ENG 319	PROFESSIONAL EDITING	
COMR 350	COMMUNICATING IN PROFESSIONS	3.00
ENG 445	MAGAZINE EDITING AND PRODUCTION	3.00
ENG 492	RESEARCH	3.00
ENG 494	FIELD EXPERIENCE	1.00
Select at least three courses in Literature in Historical Perspective [1]		**9**
ENG 210	AMERICAN LITERATURE I	3.00
ENG 212	AMERICAN LITERATURE II	3.00
ENG 221	MASTERPIECES OF LITERATURE I	3.00
ENG 222	MASTERPIECES OF LITERATURE II	3.00
ENG 231	LITERATURE OF ENGLAND I	3.00
ENG 232	LITERATURE OF ENGLAND II	3.00
ENG 328	CONTEMPORARY AMERICAN LIT	3.0
ENG 360	HISTORICAL PERSPECTIVES IN AMERICAN LITERATURE	3
ENG 361	HISTORICAL PERSPECTIVES IN WESTERN LITERATURE	3
ENG 362	HISTORICAL PERSPECTIVES IN NON-WESTERN LITERATURE	3
Select at least two courses in Major Writers (at least one of which must be in Shakespeare)		**6**
ENG 441	CHAUCER AND HIS AGE	3.00
ENG 481	SHAKESPEARE	3.00
ENG 484	STUDIES IN MAJOR WRITERS	3.00
Writing and Practice (Select Three Courses)		**9**
ENG 310	ADVANCED LITERARY FORMS & GENRES	3.0
ENG 315	CREATIVE WRITING: POETRY	3
ENG 316	CREATIVE WRITING: FICTION	3
ENG 317	CREATIVE NONFICTION	3
ENG 318	CREATIVE WRITING: DRAMA	3
ENG 491	SPECIAL TOPICS	3
Total Credits		**54**

[1] Selected with the approval of the major adviser, two of which are recommended to comprise of a sequence of American, British, or Masterpieces literature at the 200 level are encouraged (i.e., ENG 210 AMERICAN LITERATURE I (3.00 c.h.) and ENG 212 AMERICAN LITERATURE II (3.00 c.h.) or ENG 231 LITERATURE OF ENGLAND I (3.00 c.h.) and ENG 232 LITERATURE OF ENGLAND II (3.00 c.h.)), ENG 221 MASTERPIECES OF LITERATURE I (3.00 c.h.) and ENG 222 MASTERPIECES OF LITERATURE II (3.00 c.h.) while the third must be at the 300 level or above.)

[2] WL 100 INTRO TO COMPARATIVE LINGUISTICS (3.00 c.h.) and ENG 106 LANGUAGE, THOUGHT AND CULTURE (3.0 c.h.) may be counted, but not double counted for World Language.

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.

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Note: In addition to requirements for the major and general education, students must complete either:

1. Any minor degree program listed in the catalog other than their major; or
2. 18 credit hours outside of the major.

Students may not use the same credits to satisfy requirements for both major and minor degrees, or use credits taken to satisfy general education requirements.

Course	Title	Credits
Year 1		
Fall		
COMR 350	Communicating in Professions	3
ENG 101	Rhetoric & Writing I (GT-CO1)	3
General Education		10
	Credits	16
Spring		
ENG 102	Rhetoric & Writing II (GT-CO2)	3
General Education		13
	Credits	16
Year 2		
Fall		
ENG 114	Introduction to Creative Writing (GT-AH1)	3
ENG 201	Introduction to Theory	3
ENG 204	Introduction to Rhetoric	3
General Education		3
Elective [3 credits must be first sequence in English Historical Perspective.]		3
	Credits	15
Spring		
General Education		3

Elective 3 credits must be second sequence in English Historical Perspective. 6 credits must work toward fulfilling English Writing & Practice, Major Writers, or Culture & Diversity requirements. 5 credits must be outside the major.		12
	Credits	15
Year 3		
Fall		
ENG 481	Shakespeare	3
ENG 485	Literary Criticism and Theory	3
Elective 3 credits must be one of the following: ENG 315, 316, 317, 318. 6 credits must be outside the major.		9
	Credits	15
Spring		
ENG 484	Studies in Major Writers	3
or ENG 441	or Chaucer and His Age	
Elective 6 credits must be one of the following: ENG 310, 315, 316, 317, 318. 3 credits must be English Genre course. 3 credits must be outside the major.		12
	Credits	15
Year 4		
Fall		
Elective 9 credits must be upper division; 3 credits must be English Historical Perspective. 6 credits must be outside the major.		12
	Credits	12
Spring		
ENG 414	Advanced Creative Writing Workshop	3
ENG 493	Senior Seminar	3
Elective 6 credits must be upper division.		12
	Credits	18
	Total Credits	122

English: Secondary Teaching Endorsement, Bachelor of Arts

The BA in English with a Minor in Secondary Teaching Endorsement provides students with foundational knowledge in literature, writing and practice, critical thinking, literary theory, culture and diversity, and the power of language that will empower them to innovate, communicate, and discover the necessary skills to thrive in their professional career paths and serve their community. Students will also works closely with the Teacher Education Program to gain the experience and necessary skills to thrive, lead, and innovate in the classroom.

Student Learning Outcomes

Upon completion of the B.A. in English program, students will:

1. Demonstrate and apply traditional and contemporary knowledge in cultural contexts.
2. Conduct, analyze, evaluate, and integrate academic research and theory.
3. Construct and deconstruct arguments using a range of rhetorical strategies.
4. Utilize innovative creative, technological, and literacy skills to foster career and community growth.

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 advisors monitor each student's progress toward completing major requirements listed in the catalog.
- All English majors take a senior-year seminar ENG 493 Senior Seminar (3 c.h.) emphasizing professional standards and synthesizing the writing and analytical skills students have acquired in other English classes. All students in ENG 493 write a senior research paper, one copy of which is submitted to the department chairperson for dissemination for review. In order to pass ENG 493, students must demonstrate satisfactory levels of achievement in meeting the program goals.
- English Program faculty review the papers from ENG 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.

Specific Program Requirements

- Faculty advisors meet individually with each of their students on a regular basis to help plan schedules and discuss educational and career goals. advisors 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.

Students completing a major in English with Secondary Teaching Endorsement are required to complete a minor in education and meet all other requirements outlined by the Teacher Education Program.

A total of 45 credits in English beyond ENG 101 RHETORIC & WRITING I (3.0 c.h.) and ENG 102 RHETORIC & WRITING II (3.0 c.h.) (WL 100 INTRO TO COMPARATIVE LINGUISTICS (3.00 c.h.) and ENG 106 LANGUAGE, THOUGHT AND CULTURE (3.0 c.h.) may be counted, but not double counted for World Language), distributed as follows:

Course	Title	Credits
Required Courses		
Core Courses		**12**
ENG 201	INTRODUCTION TO THEORY (to be taken at or near the start of the program)	3
ENG 204	INTRODUCTION TO RHETORIC	3
ENG 485	LITERARY CRITICISM AND THEORY	3
ENG 493	SENIOR SEMINAR (to be taken at or near the end of the program)	3
Development and Impact (Select two courses; One must be COMR 350.)		**6**
ENG 115	INTRODUCTION TO TECHNICAL WRITING	3
ENG 116	INTRODUCTION TO BUSINESS WRITING	3
ENG 117	INTRO. SCIENTIFIC/MEDICAL WRITING	3

COMR 350	COMMUNICATING IN PROFESSIONS	3
ENG 492	RESEARCH	3
ENG 494	FIELD EXPERIENCE	1
Select at least four courses in Literature in Historical Perspective [1]		**12**
ENG 210	AMERICAN LITERATURE I	3
ENG 212	AMERICAN LITERATURE II	3
ENG 221	MASTERPIECES OF LITERATURE I	3
ENG 222	MASTERPIECES OF LITERATURE II	3
ENG 231	LITERATURE OF ENGLAND I	3
ENG 232	LITERATURE OF ENGLAND II	3
ENG 328	CONTEMPORARY AMERICAN LIT	3
ENG 360	HISTORICAL PERSPECTIVES IN AMERICAN LITERATURE	3
ENG 361	HISTORICAL PERSPECTIVES IN WESTERN LITERATURE	3
ENG 362	HISTORICAL PERSPECTIVES IN NON-WESTERN LITERATURE	3
Major Writers		**3**
ENG 481	SHAKESPEARE	3
Culture & Diversity (Select two courses)		**6**
ENG 106	LANGUAGE, THOUGHT AND CULTURE	3
ENG 220	SURVEY OF CHICANO LITERATURE	3
ENG 240	MULTI-ETHNIC AMERICAN LITERATURE	3
ENG 241	WOMEN IN LITERATURE	3
ENG 335	GENDER AND COMMUNICATION	3
ENG 345	INTERCULTURAL COMMUNICATION	3
CS 341	CHICANA WRITERS	3
WS 341	CHICANA WRITERS	3
Writing & Practice (Select three courses; One must be ENG 303.) [2]		**6**
ENG 114	INTRODUCTION TO CREATIVE WRITING	3
ENG 205	INTRODUCTION TO USER EXPERIENCE	3
ENG 303	ADVANCED COMPOSITION	3
ENG 304	ADVANCED RHETORICAL STUDY	3
ENG 305	TECHNICAL AND SCIENTIFIC REPORT WRITING	3
ENG 306	VISUAL RHETORIC	3
ENG 310	ADVANCED LITERARY FORMS & GENRES	3
ENG 315	CREATIVE WRITING: POETRY	3
ENG 316	CREATIVE WRITING: FICTION	3
ENG 317	CREATIVE NONFICTION	3
ENG 318	CREATIVE WRITING: DRAMA	3
ENG 319	PROFESSIONAL EDITING	3
ENG 376	USER EXPERIENCE DESIGN	3
ENG 377	USABILITY AND USER EXPERIENCE	3
ENG 414	ADVANCED CREATIVE WRITING WORKSHOP	3
ENG 445	MAGAZINE EDITING AND PRODUCTION	3
ENG 491	SPECIAL TOPICS	1
Elective Courses		
ENG 352	ENGLISH SYNTAX AND USAGE	3
ENG 412	YOUNG ADULT LITERATURE	3
Total Credits		45

[1] Selected with the approval of the major advisor, two of which must be the American literature sequence at the 200 level (i.e., ENG 210 AMERICAN LITERATURE I (3.00 c.h.) and ENG 212 AMERICAN LITERATURE II (3.00 c.h.)), one of which must be one 200 level course in the British literature sequence (either ENG 231 LITERATURE OF ENGLAND I (3.00 c.h.) or ENG 232 LITERATURE OF ENGLAND II (3.00 c.h.)), while the fourth must be outside of American Literature at the 300 level or above.

[2] Beyond ENG 101 RHETORIC & WRITING I (3.0 c.h.) and ENG 102 RHETORIC & WRITING II (3.0 c.h.).

[3] Selected with the approval of the major advisor (General Education and World Language requirements may not be double counted).

Specific Requirements for Secondary & K-12 Education/Minor

The student must complete an appropriate major and the following Education courses:

Course	Title	Credits
Select one of the following:		
PSYC 151	HUMAN DEVELOPMENT [1]	3
or PSYC 251	CHILDHOOD AND ADOLESCENCE	
or PSYC 342	EDUCATIONAL PSYCHOLOGY	
ED 202	FOUNDATIONS OF EDUCATION	3
ED 280	EDUCATIONAL MEDIA AND TECHNOLOGY [2]	3
ED 301	FRAMEWORKS OF TEACHING (Admission to Education is completed in this course)	4
RDG 435	CONTENT AREA LITERACY [3, 5]	4
Special Methods in Education Areas (Prerequisites - Admission to Education) [5, 6]		4
ED 412	TEACHING DIVERSE LEARNERS [4, 5]	3
ED 485	CAPSTONE SEMINAR IN EDUCATION	1
ED 488	STUDENT TEACHING SECONDARY	12
or ED 489	STUDENT TEACHING K-12	
Total Credits [3]		37-40

[1] Music students may take PSYC 151 HUMAN DEVELOPMENT (3.0 c.h.) or PSYC 251 CHILDHOOD AND ADOLESCENCE (3.0 c.h.).

[2] Music Education students may complete MUS 103 MUSIC AND COMPUTER TECHNOLOGY I (1.00 c.h.) and MUS 306 TECHNOLOGY FOR MUSIC EDUCATORS (2.00 c.h.) for ED 280 EDUCATIONAL MEDIA AND TECHNOLOGY (3.00 c.h.).

[3] English/Language Arts student must also complete RDG 355 LINGUISTICS FOR EDUCATORS (3.0 c.h.)

[4] Physical Education students may complete EPER 465 ADAPTED PHYSICAL EDUCATION (3.0 c.h.) or ED 412 TEACHING DIVERSE LEARNERS (3.00 c.h.).

[5] GPA of 2.6 required

[6] English/Language Arts student must also complete ED 447 TEACHING ENGLISH IN SECONDARY SCHOOLS (4.00 c.h.)

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is

not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Note: Students completing a major in English with a Secondary Teaching Endorsement are required to complete a minor in Education and meet all other requirements outlined by the Teacher Education Program.

*Required for admission to the Teacher Education Program.

Course	Title	Credits
Year 1		
Fall		
ED 202	Foundations of Education	3
ENG 101	Rhetoric & Writing I (GT-CO1)	3
General Education		10
	Credits	16
Spring		
COMR 103	Speaking and Listening (*)	3
ENG 102	Rhetoric & Writing II (GT-CO2)	3
General Education		10
	Credits	16
Year 2		
Fall		
ED 280	Educational Media and Technology	3
ENG 201	Introduction to Theory	3
ENG 210	American Literature I	3
General Education		3
Elective Must be one of the following: PSYCH 151, 251, 342		3
	Credits	15
Spring		
COMR 350	Communicating in Professions	3
ED 301	Frameworks of Teaching	4
ENG 114 or ENG 305	Introduction to Creative Writing (GT-AH1) or Technical and Scientific Report Writing	3
ENG 212	American Literature II	3
ENG 412	Young Adult Literature	3
Elective Must be ENG course.		3
	Credits	19
Year 3		
Fall		
ENG 352	English Syntax and Usage	3
ENG 481	Shakespeare	3
ENG 485	Literary Criticism and Theory	3
RDG 410	Teaching Reading	3
Elective Must be one of the following: ENG 310 OR first sequence course in English Historical Perspective.		3
	Credits	15
Spring		
ENG 303	Advanced Composition	3
RDG 355	Linguistics for Educators	3
RDG 435	Content Area Literacy	4
Elective 3 credits must be one of the following: ENG 310 OR second sequence course in English Historical Perspective. 3 credits must be English Historical Perspective upper division.		6
	Credits	16
Year 4		
Fall		
ED 412	Teaching Diverse Learners	3
ED 447	Teaching English in Secondary Schools	4
ENG 493	Senior Seminar	3
Elective		2
	Credits	12

Spring		
ED 485	Capstone Seminar in Education	1
ED 488	Student Teaching Secondary	12
	Credits	13
	Total Credits	122

Italian, Minor

The Italian minor complements 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. The minor helps students attain sufficient proficiency to converse comfortably on everyday topics, write and read at intermediate level, and understand and appreciate the target language cultures.

Student Learning Outcomes for Minor in Italian

Students minoring in Italian 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.

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.

Outcomes Assessment Activities

The faculty of the Spanish program uses several methods for evaluating student learning outcomes for Italian minors. These include an oral proficiency interview, a written proficiency test, and an exit survey.

Specific Program Requirements

Course	Title	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
Select 9 credits in Italian Electives above 300 [1]		9
Total Credits		21

[1] In house or through study abroad program.

Spanish, Minor

The Spanish minor complements 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. The minor helps students attain sufficient proficiency to converse comfortably on everyday topics, write and read at intermediate level or higher, and understand and appreciate Spanish-speaking cultures around the world and in the U.S.A.

Student Learning Outcomes for Minor in Spanish

Students minoring in 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.

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.

Outcomes Assessment Activities

The faculty of the Spanish program uses several methods for evaluating student learning outcomes for Spanish minors. These include an oral proficiency interview, a written proficiency test, and an exit survey.

Specific Program Requirements

Course	Title	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 & PHONOLOGY	3
or SPN 309	INTRO TO HISPANIC LINGUISTICS	
Select one other 300 or 400-level SPN course		3
Total Credits		24

User Experience, Certificate

The User Experience certificate is intended for students interested in learning and applying UX research practices and design principles to create useful, usable, and accessible product experiences for users, typically as it concerns documents, smartphone applications, and websites. The certificate is intended to validate the student's attainment of these skills and therefore assist them in initial employment or professional advancement.

The goal of this certificate is to introduce students to the fundamental research practices and design principles of UX, thereby enabling them to create useful, usable, and accessible experiences for users and to provide them a credential that verifies their ability to do so, thereby assisting them with securing employment or professional advancement.

Specific Program Requirements

Course	Title	Credits
COMR/ENG 205	INTRODUCTION TO USER EXPERIENCE	3.00
COMR/ENG 376	USER EXPERIENCE DESIGN	3.00
COMR/ENG 377	USABILITY AND USER EXPERIENCE	3.00

World Language-Spanish, Bachelor of Arts

The Bachelor of Arts in Spanish (BA) is intended to prepare students for the many careers where educated bilingual speakers are highly valued. Most of our students choose to double major or combine their Spanish BA with fields such as Social Work, Psychology, Sociology, English, Pre Nursing, Political Science, Media Communication, Business, Exercise Science, Public Health, etc. Other students complete their Spanish BA for teaching, translation certifications, or admission to graduate school.

While there are no specific requirements for admission to the program, however, students who have prior exposure to Spanish through family interaction or previous studies need to be placed in the appropriate course for their level.

1. Students who have taken no Spanish in high school or at another institution of higher learning should begin with SPN 101 (https://catalog.csupueblo.edu/search/?P=SPN%20101) Beginning Spanish I.
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 advisor in order to determine correct placement. The advisor will place the student based on any of the following or a combination thereof: an oral interview, a placement exam, a written composition.

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.

Outcomes Assessment Activities

The faculty of the Spanish program uses several methods for evaluating student learning outcomes for Spanish majors. These include an oral proficiency interview, a written proficiency test, a student portfolio, and an exit survey.

Specific Program Requirements

Course	Title	Credits
Required Courses		
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 & PHONOLOGY	3
or SPN 309	INTRO TO HISPANIC LINGUISTICS	
Select one of the following:		3
SPN 312	CONV & COMP. MEXICO & CENTRAL AMER	3
SPN 313	CONV & COMP. SOUTH AMERICA	3
SPN 314	CONV & COMP. CARIBBEAN	3
SPN 315	CONV & COMP. SPAIN	3
SPN 316	CONV & COMP. U.S. LATINX	3
SPN 370	INTRO TO LITERATURE & CULTURE	3
Electives		
Select four upper-level electives, of which at least two must be 400-level		12
Total Credits		39

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.

Course	Title	Credits
General Education		35
Spanish Major		39
Minor or Second Major		20-37
Electives		9-26
Total		**120**

Besides completing at least 120 credits including all coursework for the Spanish major, students need to:

- Attain a grade of C or better in all Spanish courses for the major
- Complete a minor, a second major, or 18 credits in another field of study.
- Complete an exit Oral Proficiency Interview (OPI)
- Complete an exit Written Proficiency Test (WPT)
- Complete a student portfolio
- Complete an exit survey

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Note: In addition to requirements for the major and general education, students must complete a minor, a second major, or 18 credits in another field of study.

Course	Title	Credits
Year 1		
Fall		
SPN 101	Beginning Spanish I	3
ENG 101	Rhetoric & Writing I (GT-CO1)	3
General Education (SS)	Social Science or other	3
Elective Course	For minor or second major	3
Elective Course	For minor or second major	3
	Credits	15
Spring		
SPN 102	Beginning Spanish II	3
ENG 102	Rhetoric & Writing II (GT-CO2)	3
General Education (HS)	History or other	3
Elective Course	For minor or second major	3
Elective Course	For minor or second major	3
	Credits	15
Year 2		
Fall		
SPN 201	Intermediate Spanish I (GT-AH4)	3
General Education (M)	Math or other	3
General Education (ST)	Science with a lab or other	4
Elective Course	For minor or second major	3
Elective course	For minor or second major	3
	Credits	16
Spring		
SPN 202	Intermediate Spanish II (GT-AH4)	3
SPN 203	Intermediate Proficiency Building	3
General Education (SS)	Social Science or other	3
Elective course	For minor or second major	3
Elective Course	For minor or second major	3
	Credits	15
Year 3		
Fall		
SPN 301	Spanish Grammar in Context	3
SPN 303 Phonetics or SPN 309 Linguistics		3
General Education (ST)	Science with a lab or other	4
Elective course	For minor or second major	3
Elective course	For minor or second major	3
	Credits	16
Spring		
SPN 370	Intro to Literature & Culture	3
SPN Conversation/ Composition SPN 312, 313, 314, 315, 316 (choose one)		3
Elective course	For minor or second major	3
Elective course	For minor or second major	3
Elective Course	For minor or second major	3
	Credits	15
Year 4		
Fall		
SPN 400 level course		3
SPN 300 or 400 level course		3
Elective course		3
Elective course		3
Elective course		3
	Credits	15
Spring		
SPN 400 level course		3
SPN 300 or 400 level course		3
Elective course		3
Elective course		3
Elective course		3
	Credits	15
	Total Credits	122

World Language-Spanish: K-12 Teaching Endorsement, Bachelor of Arts

The BA in Spanish with a Minor in Secondary Teaching Endorsement provides students with foundational knowledge in the Spanish language and Spanish speaking cultures around the world and in the United States. The skills and knowledge attained will empower students to teach and serve their community. Students work closely with the Teacher Education Program to gain the experience and necessary skills to thrive, lead, and innovate in the classroom.

Admission into the Education Minor:

The Education Minor is reserved for those undergraduate students pursuing a Colorado teaching license in conjunction with their major. It is a "protected" minor, which means students cannot just add it by themselves. When a student successfully completes our admission course (ED 301), the Education Minor is added to his/her program.

Admission into the Spanish Program:

There are no specific requirements for admission to the program, however, students who have prior exposure to Spanish through family interaction or previous studies need to be placed in the appropriate course for their level.

1. Students who have taken no Spanish in high school or at another institution of higher learning should begin with SPN 101 (https://catalog.csupueblo.edu/search/?P=SPN%20101) Beginning Spanish I.
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 advisor in order to determine correct placement. The advisor will place the student based on any of the following or a combination thereof: an oral interview, a placement exam, a written composition.

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.

Outcomes Assessment Activities

The faculty of the Spanish program uses several methods for evaluating student learning outcomes for Spanish majors. These include an oral proficiency interview, a written proficiency test, a student portfolio, and an exit survey.

Specific Program Requirements

Course	Title	Credits
Required Courses		
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 & PHONOLOGY	3
or SPN 309	INTRO TO HISPANIC LINGUISTICS	
Select one of the following:		3
SPN 312	CONV & COMP. MEXICO & CENTRAL AMER	3
SPN 313	CONV & COMP. SOUTH AMERICA	3
SPN 314	CONV & COMP. CARIBBEAN	3
SPN 315	CONV & COMP. SPAIN	3
SPN 316	CONV & COMP. U.S. LATINX	3

Course	Title	Credits
SPN 370	INTRO TO LITERATURE & CULTURE	3
Electives		
Select four upper-level electives, of which at least two must be 400-level		12
Total Credits		39

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.

Students completing a major in World Language-Spanish with an emphasis in K-12 are required to complete a minor in education and meet all other requirements outlined by the Teacher Education Program.

Study abroad is strongly encouraged.

Course	Title	Credits
General Education		35
Spanish Major		39
Education Minor		37
Electives		9
Total		**120**

Specific Requirements for Secondary & K-12 Education/Minor

The student must complete an appropriate major and the following Education courses:

Course	Title	Credits
Select one of the following:		
PSYC 151	HUMAN DEVELOPMENT [1]	3
or PSYC 251	CHILDHOOD AND ADOLESCENCE	
or PSYC 342	EDUCATIONAL PSYCHOLOGY	
ED 202	FOUNDATIONS OF EDUCATION	3
ED 280	EDUCATIONAL MEDIA AND TECHNOLOGY [2]	3
ED 301	FRAMEWORKS OF TEACHING (Admission to Education is completed in this course)	4
RDG 435	CONTENT AREA LITERACY [3, 5]	4
Special Methods in Education Areas (Prerequisites - Admission to Education) [5, 6]		4
ED 412	TEACHING DIVERSE LEARNERS [4, 5]	3
ED 485	CAPSTONE SEMINAR IN EDUCATION	1
ED 488	STUDENT TEACHING SECONDARY	12
or ED 489	STUDENT TEACHING K-12	
Total Credits [3]		37-40

[1]   Music students may take PSYC 151 HUMAN DEVELOPMENT (3.0 c.h.) or PSYC 251 CHILDHOOD AND ADOLESCENCE (3.0 c.h.).

2 Music Education students may complete MUS 103 MUSIC AND COMPUTER TECHNOLOGY I (1.00 c.h.) and MUS 306 TECHNOLOGY FOR MUSIC EDUCATORS (2.00 c.h.) for ED 280 EDUCATIONAL MEDIA AND TECHNOLOGY (3.00 c.h.).

3 English/Language Arts student must also complete RDG 355 LINGUISTICS FOR EDUCATORS (3.0 c.h.).

4 Physical Education students may complete EPER 465 ADAPTED PHYSICAL EDUCATION (3.0 c.h.) or ED 412 TEACHING DIVERSE LEARNERS (3.00 c.h.).

5 GPA of 2.6 required

6 English/Language Arts student must also complete ED 447 TEACHING ENGLISH IN SECONDARY SCHOOLS (4.00 c.h.)

Besides completing at least 120 credits including all coursework for the Spanish major and education minor, students need to:

- Attain a grade of C or better in all Spanish courses for the major
- A total GPA of 2.6
- Complete an exit Spanish Oral Proficiency Interview (OPI)
- Complete an exit Spanish Written Proficiency Test (WPT)
- Complete a student Spanish Portfolio
- Complete an exit survey

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Course	Title	Credits
Year 1		
Fall		
SPN 101	Beginning Spanish I	3
ENG 101	Rhetoric & Writing I (GT-CO1)	3
ED 202	Foundations of Education	3
General Education (Math)		3
General Education (SS)		3
	Credits	15
Spring		
SPN 102	Beginning Spanish II	3
ENG 102	Rhetoric & Writing II (GT-CO2)	3
COMR 103	Speaking and Listening	3
General Education (HS)		3
General Education (ST)		4
	Credits	16
Year 2		
Fall		
SPN 201	Intermediate Spanish I (GT-AH4)	3
ED 280	Educational Media and Technology	3
PSYCH 151 or 252 or 342		3
General Education (ST)		4
General Education (SS)		3
	Credits	16
Spring		
SPN 202	Intermediate Spanish II (GT-AH4)	3
SPN 203	Intermediate Proficiency Building	3
ED 301	Frameworks of Teaching	4
Elective Course		3
	Credits	13
Year 3		
Fall		
SPN 301	Spanish Grammar in Context	3
SPN 303 Phonetics or SPN 309 Linguistics		3
RDG 355	Linguistics for Educators	3
SPN 300 level elective		3
Elective course		3
	Credits	15
Spring		
SPN 370	Intro to Literature & Culture	3
SPN Conversation/ Composition SPN 312, 313, 314, 315, 316 (choose one)		3
SPN 300 level elective		3
RDG 435	Content Area Literacy	4
Elective Course		3
	Credits	16
Year 4		
Fall		
SPN 400 level course		3
SPN 400 level course		3
ED 412	Teaching Diverse Learners	3
ED 448	Teaching Foreign Language (K-12)	4
Elective Course		3
	Credits	16
Spring		
ED 485	Capstone Seminar in Education	1
ED 488	Student Teaching Secondary	12
	Credits	13
	Total Credits	120

History, Political Science, Philosophy, & Geography Department

The Department of History, Political Science, Philosophy, and Geography offers a variety of majors and minors that prepare graduates for careers in fields such as government (federal, state, and local), education, law, non-profits, academia, non-governmental organizations, and the private sector, as well as preparing students for graduate or professional study. Across its programs the Department emphasizes critical thinking, research skills, and oral and written communications, along with a deeper understanding and ability to operate within and between different cultures. Our programs help students cultivate a life of the mind that will make them better citizens of their communities, countries, and world, able to effectively implement and manage rapid change.

The Department offers a BA and BS in History and a BA and BS in Political Science. Both majors offer a secondary education option that prepares graduates to teach at the middle and high school levels. The Department also offers minors in History and Political Science, alongside interdisciplinary minors in Homeland Security, Legal Studies, and Philosophy and Religious Studies.

Students wishing to connect their degree plans with specific career options should contact the Department. For ideas and inspiration, students can visit web sites such as: https://www.usajobs.gov/, https://www.cia.gov/careers/, https://careers.state.gov/, https://www.fbijobs.gov/, https://careers.colorado.gov/, https://county.pueblo.org/human-resources/apply-county-job (https://county.pueblo.org/human-resources/apply-county-job/), https://

www.pueblo.us/2462/Employment-Opportunities (https://
www.pueblo.us/2462/Employment-Opportunities/), https://
www.historians.org/jobs-and-professional-development/aha-career-
center (https://www.historians.org/jobs-and-professional-development/
aha-career-center/), https://www.apsanet.org/ejobs (https://
www.apsanet.org/ejobs/), https://ncph.org/jobs/, https://mpma.net/
Job-Bank-Forum (https://mpma.net/Job-Bank-Forum/), https://aam-us-
jobs.careerwebsite.com/, and https://www.idealist.org/en/.

Academic Programs

History, Bachelor of Arts

Why study history? The answer is because we virtually must, to gain access to the laboratory of human experience. When we study it reasonably well, and so acquire some usable habits of mind, as well as some basic data about the forces that affect our own lives, we emerge with relevant skills and an enhanced capacity for informed citizenship, critical thinking, and simple awareness. The uses of history are varied. Studying history can help us develop some literally "salable" skills, but its study must not be pinned down to the narrowest utilitarianism. Some history—that confined to personal recollections about changes and continuities in the immediate environment—is essential to function beyond childhood. Some history depends on personal taste, where one finds beauty, the joy of discovery, or intellectual challenge. Between the inescapable minimum and the pleasure of deep commitment comes the history that, through cumulative skill in interpreting the unfolding human record, provides a real grasp of how the world works.—Peter Stearns

The BA program offers students the opportunity to integrate world language study into their curriculum. Knowledge of languages beyond English opens many educational and career doors to graduates that will otherwise remain closed.

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.

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 Seminar (3 c.h.). Portfolio papers are reviewed on the basis of the student learning outcomes.

Specific Program Requirements

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.

Course	Title	Credits
Required History Core		
History Core		15
Required History Elective Courses		
Select 21 credit [1]		21
Required World Language Courses		
Select a minimum of two semesters of college level world language		
Total Credits		36

[1] At least 6 hours must be from non US history courses (as determined by the student's advisor), and at least 15 hours must be upper level.

Specific Core Requirements

Course	Title	Credits
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

HIST 493	SEMINAR	3
Total Credits		15

Specific Graduation Requirements

- No grade below C is acceptable in the major or minor.
- Students are expected to complete HIST 493 SEMINAR (3.00 c.h.) in their final year. Class size in HIST 493 SEMINAR (3.00 c.h.) is limited. A grade of D+ or lower in HIST 493 SEMINAR (3.00 c.h.) 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 advisor. 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 SEMINAR (3.00 c.h.) in residence. No courses will be accepted in transfer to substitute for this course.

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Note: In addition to requirements for the major and general education, students must complete either:

1. Any minor degree program listed in the catalog other than their major; or
2. 18 credit hours outside of the major.

Students may not use the same credits to satisfy requirements for both major and minor degrees, or use credits taken to satisfy general education requirements.

Course	Title	Credits
Year 1		
Fall		
ENG 101	Rhetoric & Writing I (GT-CO1)	3
HIST 110	World History to 1500 (GT-HI1)	3
General Education		9
	Credits	15
Spring		
ENG 102	Rhetoric & Writing II (GT-CO2)	3
HIST 111	World History since 1500 (GT-HI1)	3
General Education		9
	Credits	15
Year 2		
Fall		
HIST 201	U.S. History I (GT-HI1)	3
General Education ³ credits must be World Language course.		7
Elective Must be History Course.		3
	Credits	13
Spring		
HIST 202	U.S. History II (GT-HI1)	3
General Education ³ credits must be World Language course.		7
Elective ³ credits must be History course.		6
	Credits	16

Year 3		
Fall		
Elective 9 credits must be upper division; 6 credits must be History course.		15
	Credits	15
Spring		
Elective 9 credits must be upper division; 6 credits must be History course.		15
	Credits	15
Year 4		
Fall		
Elective 12 credits must be upper division; 3 credits must be History course.		15
	Credits	15
Spring		
HIST 493	Seminar	3
Elective 9 credits must be upper division.		13
	Credits	16
	Total Credits	120

History, Minor

"Why study history? The answer is because we virtually must to gain access to the laboratory of human experience. When we study it reasonably well, and so acquire some usable habits of mind as well as some basic data about the forces that affect our own lives, we emerge with relevant skills and an enhanced capacity for informed citizenship, critical thinking, and simple awareness. The uses of history are varied. Studying history can help us develop some literally 'salable' skills, but its study must not be pinned down to the narrowest utilitarianism. Some history—that confined to personal recollections about changes and continuities in the immediate environment—is essential to function beyond childhood. Some history depends on personal taste, where one finds beauty, the joy of discovery, or intellectual challenge. Between the inescapable minimum and the pleasure of deep commitment comes the history that, through cumulative skill in interpreting the unfolding human record, provides a real grasp of how the world works."—Peter Stearns

The History Minor is compatible with any campus major, and adds breadth and depth to any course of study. The minor has specific relevance to such diverse fields as wildlife management, business, political science, psychology, and sociology.

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.

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 Seminar (3 c.h.). Portfolio papers are reviewed on the basis of the student learning outcomes.

Specific Program Requirements

Course	Title	Credits
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
Select 9 credits in History Electives approved by the minor advisor		9
Total Credits		21

History: General Concentration, Bachelor of Science

"Why study history? The answer is because we virtually must, to gain access to the laboratory of human experience. When we study it reasonably well, and so acquire some usable habits of mind, as well as some basic data about the forces that affect our own lives, we emerge with relevant skills and an enhanced capacity for informed citizenship, critical thinking, and simple awareness. The uses of history are varied. Studying history can help us develop some literally 'salable' skills, but its study must not be pinned down to the narrowest utilitarianism. Some history—that confined to personal recollections about changes and continuities in the immediate environment—is essential to function beyond childhood. Some history depends on personal taste, where one finds beauty, the joy of discovery, or intellectual challenge. Between the inescapable minimum and the pleasure of deep commitment comes the history that, through cumulative skill in interpreting the unfolding human record, provides a real grasp of how the world works."—Peter Stearns

The BS in History allows students to maximize their focus on courses in the discipline.

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.

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 Seminar (3 c.h.). Portfolio papers are reviewed on the basis of the student learning outcomes.

Specific Program Requirements

Students must complete the "Core Requirements for the History Major" as outlined below, 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.

Course	Title	Credits
Required History Core		
History Core		15
Required History Elective Courses		
Select 27 credits [1]		27
Total Credits		42

[1] At least 6 hours must be from non US history courses (as determined by the student's advisor), and at least 21 hours must be upper level.

Specific Core Requirements

Course	Title	Credits
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
HIST 493	SEMINAR	3
Total Credits		15

Specific Graduation Requirements

- No grade below C is acceptable in the major or minor.
- Students are expected to complete HIST 493 SEMINAR (3.00 c.h.) in their final year. Class size in HIST 493 SEMINAR (3.00 c.h.) is limited. A grade of D+ or lower in HIST 493 SEMINAR (3.00 c.h.) 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 advisor. 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 SEMINAR (3.00 c.h.) in residence. No courses will be accepted in transfer to substitute for this course.

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Note: In addition to requirements for the major and general education, students must complete either:

1. Any minor degree program listed in the catalog other than their major; or
2. 18 credit hours outside of the major.

Students may not use the same credits to satisfy requirements for both major and minor degrees, or use credits taken to satisfy general education requirements.

Course	Title	Credits
Year 1		
Fall		
ENG 101	Rhetoric & Writing I (GT-CO1)	3
HIST 110	World History to 1500 (GT-HI1)	3
General Education		9
	Credits	15
Spring		
ENG 102	Rhetoric & Writing II (GT-CO2)	3
HIST 111	World History since 1500 (GT-HI1)	3
General Education		9
	Credits	15
Year 2		
Fall		
HIST 201	U.S. History I (GT-HI1)	3
General Education		4
Elective 3 credits must be History course.		9
	Credits	16
Spring		
HIST 202	U.S. History II (GT-HI1)	3
General Education		4
Elective 3 credits must be History course. 1 credit must be outside the major.		7
	Credits	14

Course	Title	Credits
Year 3		
Fall		
Elective 12 credits must be upper division; 9 credits must be History course.		15
	Credits	15
Spring		
Elective 9 credits must be upper division; 6 credits must be History course.		15
	Credits	15
Year 4		
Fall		
Elective 12 credits must be upper division; 6 credits must be History course.		15
	Credits	15
Spring		
HIST 493	Seminar	3
Elective 9 credits must be upper division.		12
	Credits	15
	Total Credits	120

History: Secondary Education Concentration, Bachelor of Science

"Why study history? The answer is because we virtually must, to gain access to the laboratory of human experience. When we study it reasonably well, and so acquire some usable habits of mind, as well as some basic data about the forces that affect our own lives, we emerge with relevant skills and an enhanced capacity for informed citizenship, critical thinking, and simple awareness. The uses of history are varied. Studying history can help us develop some literally 'salable' skills, but its study must not be pinned down to the narrowest utilitarianism. Some history—that confined to personal recollections about changes and continuities in the immediate environment—is essential to function beyond childhood. Some history depends on personal taste, where one finds beauty, the joy of discovery, or intellectual challenge. Between the inescapable minimum and the pleasure of deep commitment comes the history that, through cumulative skill in interpreting the unfolding human record, provides a real grasp of how the world works."—Peter Stearns

The secondary education concentration prepares graduates for licensure as social studies teachers, and includes courses in economics, education, geography, and political science.

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.

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 Seminar (3 c.h.). Portfolio papers are reviewed on the basis of the student learning outcomes.

Specific Program Requirements

The Secondary Education concentration 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.

Students completing a major in history with a concentration in secondary education are required to complete a minor in education and meet all other requirements outlined by the Teacher Education Program

Course	Title	Credits
Required History Core		
History Core		15
Required History Elective Courses		
Select 21 credits [1]		21
Required Social Science Courses		
ECON 201	PRINCIPLES OF MACROECONOMICS	3
GEOG 101	PHYSICAL GEOGRAPHY	3
GEOG 103	WORLD REGIONAL GEOGRAPHY	3
POLS 101	AMERICAN NATIONAL POLITICS	3.0
POLS 102	STATE AND LOCAL GOVERNMENT	3.0
Total Credits		51

[1]   At least 6 hours must be from non US history courses (as determined by the student's advisor), and at least 15 hours must be upper level.

Specific Core Requirements

Course	Title	Credits
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

HIST 493	SEMINAR	3
Total Credits		15

Specific Requirements for Secondary & K-12 Education/Minor

The student must complete an appropriate major and the following Education courses:

Course	Title	Credits
Select one of the following:		
PSYC 151	HUMAN DEVELOPMENT [1]	3
or PSYC 251	CHILDHOOD AND ADOLESCENCE	
or PSYC 342	EDUCATIONAL PSYCHOLOGY	
ED 202	FOUNDATIONS OF EDUCATION	3
ED 280	EDUCATIONAL MEDIA AND TECHNOLOGY [2]	3
ED 301	FRAMEWORKS OF TEACHING (Admission to Education is completed in this course)	4
RDG 435	CONTENT AREA LITERACY [3, 5]	4
Special Methods in Education Areas (Prerequisites - Admission to Education) [5, 6]		4
ED 412	TEACHING DIVERSE LEARNERS [4, 5]	3
ED 485	CAPSTONE SEMINAR IN EDUCATION	1
ED 488	STUDENT TEACHING SECONDARY	12
or ED 489	STUDENT TEACHING K-12	
Total Credits [3]		37-40

[1]   Music students may take PSYC 151 HUMAN DEVELOPMENT (3.0 c.h.) or PSYC 251 CHILDHOOD AND ADOLESCENCE (3.0 c.h.).

[2]   Music Education students may complete MUS 103 MUSIC AND COMPUTER TECHNOLOGY I (1.00 c.h.) and MUS 306 TECHNOLOGY FOR MUSIC EDUCATORS (2.00 c.h.) for ED 280 EDUCATIONAL MEDIA AND TECHNOLOGY (3.00 c.h.).

[3]   English/Language Arts student must also complete RDG 355 LINGUISTICS FOR EDUCATORS (3.0 c.h.)

[4]   Physical Education students may complete EPER 465 ADAPTED PHYSICAL EDUCATION (3.0 c.h.) or ED 412 TEACHING DIVERSE LEARNERS (3.00 c.h.).

[5]   GPA of 2.6 required

[6]   English/Language Arts student must also complete ED 447 TEACHING ENGLISH IN SECONDARY SCHOOLS (4.00 c.h.)

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Note: Students completing a major in history with a concentration in secondary education are required to complete a minor in education and meet all other requirements outlined by the Teacher Education Program.

*COMR 103 is required for admission to the Teacher Education Program.

Course	Title	Credits
Year 1		
Fall		
COMR 103	Speaking and Listening (*)	3
ENG 101	Rhetoric & Writing I (GT-CO1)	3
GEOG 103	World Regional Geography (GT-SS2)	3
HIST 110	World History to 1500 (GT-HI1)	3
General Education		3
	Credits	15
Spring		
ENG 102	Rhetoric & Writing II (GT-CO2)	3
HIST 111	World History since 1500 (GT-HI1)	3
General Education		6
Elective ^{Must be one of the following: PSYCH 151, 251, or 342}		3
	Credits	15
Year 2		
Fall		
ED 202	Foundations of Education	3
HIST 201	U.S. History I (GT-HI1)	3
General Education		4
Elective ^{3 credits must be History course.}		6
	Credits	16
Spring		
ECON 201	Principles of Macroeconomics (GT-SS1)	3
GEOG 101	Physical Geography	3
HIST 202	U.S. History II (GT-HI1)	3
POLS 101	American National Politics (GT-SS1)	3
General Education		4
	Credits	16
Year 3		
Fall		
ED 301	Frameworks of Teaching	4
Elective ^{6 credits must be upper division History course.}		12
	Credits	16
Spring		
ED 280	Educational Media and Technology	3
HIST 493	Seminar	3
POLS 102	State and Local Government	3
RDG 435	Content Area Literacy	4
Elective ^{Must be upper division History course.}		3
	Credits	16
Year 4		
Fall		
ED 412	Teaching Diverse Learners	3
ED 451	Teaching Secondary Social Studies	4
Elective ^{Must be upper division History course.}		6
	Credits	13
Spring		
ED 485	Capstone Seminar in Education	1
ED 488	Student Teaching Secondary	12
	Credits	13
	Total Credits	120

Legal Studies, Minor

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 Program Requirements

Course	Title	Credits
Core Courses		
HIST 415	CIVIL RIGHTS	3
PHIL 204	CRITICAL REASONING	3
or PHIL 205	DEDUCTIVE LOGIC	
POLS 322	AMERICAN CONSTITUTIONAL LAW	3.0
POLS 323	CRIMINAL LAW AND PROCEDURE	3.0
Elective Courses		
Select two of the following:		6
HIST 410	CREATION OF THE US CONSTITUTION	3
HIST 432	RELIGION AND POLITICS IN US HISTORY	3.00
PHIL 204	CRITICAL REASONING (one not taken for the above req.)	3
or PHIL 205	DEDUCTIVE LOGIC	
POLS 324	FAMILY LAW	3.0
POLS 376	CYBER LAW	3.0
POLS 411	THE U.S. CONGRESS	3.0
Total Credits		33

- 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 & Religious Studies, Minor

Through the minor in philosophy and religious studies, students explore questions of life, creation, knowledge, society, and culture through an array of philosophical and historical perspectives and traditions. Students also apply philosophical ideas and methods to their professional interests and personal passions.

Students can take one of two tracks. In the philosophy track, students study the great thinkers, from Plato to the present, across Western and non-Western intellectual traditions. The religion track has students understanding the tenets, history, and impact of Christianity, Islam, Judaism, Hinduism, Buddhism, Sikhism, and other religions across cultures.

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 and religious ideas in the historical interplay of philosophy, religion, and culture.
- Students will be able to apply philosophical methods to conduct ethical, metaphysical, and epistemological analyses.

Outcomes Assessment Activities

The coordinator of the Philosophy Program maintains a portfolio for each student with a declared minor in philosophy and religious studies. Portfolios include a student's major papers written for the courses, transcripts, and other pertinent information. Student portfolios, in conjunction with other direct and indirect measures, form the basis for evaluating expected outcomes.

Specific Program Requirements

Students who wish to minor in philosophy and religious studies must complete a minimum of 18 credit hours of approved philosophy and religious studies courses with grades of C or better.

Note: Courses used to fulfill requirements for one track cannot also be used to fulfill requirements (including elective requirements) for the second track.

Philosophy Track

Course	Title	Credits
Required Courses for Philosophy Track		
PHIL 102	PHILOSOPHICAL LITERATURE	3
PHIL 201	CLASSICS IN ETHICS	3
POLS 370	WESTERN POLITICAL THOUGHT	3
Elective Courses for Philosophy Track		**9**
HIST 432	RELIGION AND POLITICS IN US HISTORY	3
PHIL 107	INTRODUCTION TO RELIGIOUS STUDIES	3
PHIL 120	ISLAM AND NON-WESTERN RELIGIONS	3
PHIL 204	CRITICAL REASONING	3
PHIL 205	DEDUCTIVE LOGIC	3
PHIL 280	THE ANCIENTS: PERSON, POLIS, COSMOS	3
PHIL 291	SPECIAL TOPICS	1
PHIL 295	INDEPENDENT STUDY	1
PHIL 491	SPECIAL TOPICS	1
PHIL 495	INDEPENDENT STUDY	1
PHIL 498	INTERNSHIP	3-6
Total Credits		18

Religious Studies Track

Course	Title	Credits
Required Courses for the Religious Track		
PHIL 107	INTRODUCTION TO RELIGIOUS STUDIES	3
PHIL 120	ISLAM AND NON-WESTERN RELIGIONS	3
HIST 432	RELIGION AND POLITICS IN US HISTORY	3
Elective Courses for the Religious Studies Track		**9**
PHIL 102	PHILOSOPHICAL LITERATURE	3
PHIL 201	CLASSICS IN ETHICS	3
PHIL 204	CRITICAL REASONING	3
PHIL 205	DEDUCTIVE LOGIC	3
PHIL 280	THE ANCIENTS: PERSON, POLIS, COSMOS	3
PHIL 291	SPECIAL TOPICS	1
PHIL 295	INDEPENDENT STUDY	1
PHIL 491	SPECIAL TOPICS	1
PHIL 495	INDEPENDENT STUDY	1

PHIL 498	INTERNSHIP	3-6
Total Credits		18

Political Science, Bachelor of Arts

The major in political science leads to the degrees of Bachelor of Arts (BA) and Bachelor of Science (BS). The political science curriculum focuses heavily on the development of analytical and communication skills – along with comprehensive knowledge of public policy, politics, current events, and history – and as such prepares undergraduates for a wide range of in the private, public, and non-profit sectors. 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 degree Programs.

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

(KO1) Students should have factual knowledge of many aspects of politics and government that are central objects of study in each of the subfields in political science (American politics, comparative politics, international relations, and political theory).

(KO2) Students should be able to explain core debates (or scholarly theories and perspectives) in the subfields of political science.

Writing Outcome

(WO1) Students should be able to write papers on topics in political science that (a) exhibit clear prose and correct grammar and (b) present a central argument in a clear and coherent structure or fashion.

Critical Thinking Outcome

(CTO1) Students should be able to identify and critique the assumptions, logic, and evidence in both scholarly and lay political arguments.

(CTO2) Students should be able to use empirical observations and analytical reasoning to articulate and defend compelling, non-fallacious arguments.

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.

Specific Program Requirements

- Students in the major must complete a minimum of 42 semester credit hours in political science, including 24 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 POLS 480 PRACTICUM IN POLITICS AND PUBLIC SERVICE (1-6 c.h.) may be applied towards the 42 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 REASONING (3.00 c.h.).

Specific Core Requirements

Course	Title	Credits
Required Courses		
POLS 101	AMERICAN NATIONAL POLITICS	3.0
POLS 201	INTERNATIONAL RELATIONS	3.0
POLS 202	COMPARATIVE POLITICS	3.0
POLS 250	POLITICAL ANALYSIS & METHODS I	3
POLS 251	POLITICAL ANALYSIS & METHODS II	3.0
POLS 370	WESTERN POLITICAL THOUGHT	3.0
POLS 480	PRACTICUM IN POLITICS AND PUBLIC SERVICE	3
or POLS 492	RESEARCH	
POLS 493	SEMINAR	3
American Politics - Select one of the following:		3
POLS 350	POLITICAL ATTITUDES AND BEHAVIOR	3.0
POLS 360	MEDIA, POLITICS, AND POWER	3.0
POLS 405	THE AMERICAN PRESIDENCY	3.0
POLS 411	THE U.S. CONGRESS	3.0
International Relations - Select one of the following:		3
POLS 305	INTERNATIONAL CONFLICT	3.0
POLS 306	PEACE STUDIES	3.0
POLS 460	U.S. FOREIGN AND SECURITY POLICY	3.0
Comparative Politics - Select one of the following:		3
POLS 440	NATIONALISM & ETHNIC CONFLICT	3
POLS 445	ECONOMIC DEVELOPMENT	3
POLS 450	DEMOCRACY & DICTATORSHIP	3
Public Policy/Public Administrations - Select one of the following:		3
POLS 330	INTRODUCTION TO PUBLIC ADMIN.	3.0
POLS 340	PUBLIC POLICY	3.0

Elective Courses

Select two political science electives [1]		6

[1] You may take any lower or upper division political science classes that were not taken to meet the above requirements.

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Note: In addition to requirements for the major and general education, students must complete either:

1. Any minor degree program listed in the catalog other than their major; or
2. 18 credit hours outside of the major.

Students may not use the same credits to satisfy requirements for both major and minor degrees, or use credits taken to satisfy general education requirements.

Course	Title	Credits
Year 1		
Fall		
ENG 101	Rhetoric & Writing I (GT-CO1)	3
POLS 101	American National Politics (GT-SS1)	3
General Education 3 credits must be World Language course.		9
	Credits	15
Spring		
ENG 102	Rhetoric & Writing II (GT-CO2)	3
POLS 202	Comparative Politics	3
General Education 3 credits must be World Language course.		9
	Credits	15
Year 2		
Fall		
POLS 201	International Relations (GT-SS1)	3
POLS 250	Political Analysis & Methods I	3
General Education		4
Elective Must be outside the major.		5
	Credits	15
Spring		
General Education		7
Elective 3 credits must be Political Science course.		8
	Credits	15
Year 3		
Fall		
POLS 370	Western Political Thought	3
Elective 3 credits must be upper division Political Science course. 9 credits must be outside the major; 3 credits must be upper division.		12
	Credits	15
Spring		
Elective 9 credits must be upper division Political Science course. 6 credits must be outside the major; 3 credits must be upper division.		15
	Credits	15

Year 4

Fall

Course	Title	Credits
Elective	15 credits must be upper division; 9 credits must be Political Science course. 3 credits must be outside the major.	15
	Credits	15

Spring

Course	Title	Credits
POLS 493	Seminar	1-3
Elective	9 credits must be upper division; 3 credits must be outside the major	12
	Credits	13-15
	Total Credits	118-120

Political Science, Minor

Program Goals

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

Specific Program Requirements

Course	Title	Credits
POLS 101	AMERICAN NATIONAL POLITICS	3.0
POLS 201	INTERNATIONAL RELATIONS	3.0
or POLS 202	COMPARATIVE POLITICS	
POLS 250	POLITICAL ANALYSIS & METHODS I	3
Political Science Electives		12
Total Credits		21

Political Science: General Concentration, Bachelor of Science

The major in political science leads to the degrees of Bachelor of Arts (BA) and Bachelor of Science (BS). The political science curriculum focuses heavily on the development of analytical and communication skills – along with comprehensive knowledge of public policy, politics, current events, and history – and as such prepares undergraduates for a wide range of in the private, public, and non-profit sectors. 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 degree Programs.

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.

Student Learning Outcomes for the Political Science Program

Knowledge Outcome

(KO1) Students should have factual knowledge of many aspects of politics and government that are central objects of study in each of the subfields in political science (American politics, comparative politics, international relations, and political theory).

(KO2) Students should be able to explain core debates (or scholarly theories and perspectives) in the subfields of political science.

Writing Outcome

(WO1) Students should be able to write papers on topics in political science that (a) exhibit clear prose and correct grammar and (b) present a central argument in a clear and coherent structure or fashion.

Critical Thinking Outcome

(CTO1) Students should be able to identify and critique the assumptions, logic, and evidence in both scholarly and lay political arguments.

(CTO2) Students should be able to use empirical observations and analytical reasoning to articulate and defend compelling, non-fallacious arguments.

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.

Specific Program Requirements

- Students in the major must complete a minimum of 42 semester credit hours in political science, including 24 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 POLS 480 PRACTICUM IN POLITICS AND PUBLIC SERVICE (1-6 c.h.) may be applied towards the 42 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 REASONING (3.00 c.h.).

Specific Core Requirements

Course	Title	Credits
Required Courses		
POLS 101	AMERICAN NATIONAL POLITICS	3.0
POLS 201	INTERNATIONAL RELATIONS	3.0

POLS 202	COMPARATIVE POLITICS	3.0
POLS 250	POLITICAL ANALYSIS & METHODS I	3
POLS 251	POLITICAL ANALYSIS & METHODS II	3.0
POLS 370	WESTERN POLITICAL THOUGHT	3.0
POLS 480 or POLS 492	PRACTICUM IN POLITICS AND PUBLIC SERVICE RESEARCH	3
POLS 493	SEMINAR	3
American Politics - Select one of the following:		3
POLS 350	POLITICAL ATTITUDES AND BEHAVIOR	3.0
POLS 360	MEDIA, POLITICS, AND POWER	3.0
POLS 405	THE AMERICAN PRESIDENCY	3.0
POLS 411	THE U.S. CONGRESS	3.0
International Relations - Select one of the following:		3
POLS 305	INTERNATIONAL CONFLICT	3.0
POLS 306	PEACE STUDIES	3.0
POLS 460	U.S. FOREIGN AND SECURITY POLICY	3.0
Comparative Politics - Select one of the following:		3
POLS 440	NATIONALISM & ETHNIC CONFLICT	3
POLS 445	ECONOMIC DEVELOPMENT	3
POLS 450	DEMOCRACY & DICTATORSHIP	3
Public Policy/Public Administrations - Select one of the following:		3
POLS 330	INTRODUCTION TO PUBLIC ADMIN.	3.0
POLS 340	PUBLIC POLICY	3.0
Elective Courses		
Select two political science electives [1]		6

[1] You may take any lower or upper division political science classes that were not taken to meet the above requirements.

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Note: In addition to requirements for the major and general education, students must complete either:

1. Any minor degree program listed in the catalog other than their major; or
2. 18 credit hours outside of the major.

Students may not use the same credits to satisfy requirements for both major and minor degrees, or use credits taken to satisfy general education requirements.

Course	Title	Credits
Year 1		
Fall		
ENG 101	Rhetoric & Writing I (GT-CO1)	3
POLS 101	American National Politics (GT-SS1)	3
General Education		9
	Credits	15
Spring		
ENG 102	Rhetoric & Writing II (GT-CO2)	3
POLS 202	Comparative Politics	3
General Education		9
	Credits	15
Year 2		
Fall		
POLS 201	International Relations (GT-SS1)	3
POLS 250	Political Analysis & Methods I	3
General Education		4
Elective Must be outside the major.		5
	Credits	15
Spring		
General Education		7
Elective 3 credits must be Political Science course.		8
	Credits	15
Year 3		
Fall		
POLS 370	Western Political Thought	3
Elective 3 credits must be upper division Political Science course. 9 credits must be outside the major; 6 credits must be upper division.		12
	Credits	15
Spring		
Elective 9 credits must be upper division Political Science course. 6 credits must be outside the major; 3 credits must be upper division.		15
	Credits	15
Year 4		
Fall		
Elective 15 credits must be upper division; 9 credits must be Political Science course. 3 credits must be outside the major.		15
	Credits	15
Spring		
POLS 493	Seminar	1-3
Elective 9 credits must be upper division; 3 credits must be outside the major		12
	Credits	13-15
	Total Credits	118-120

Political Science: Secondary Education Concentration, Bachelor of Arts

The major in political science leads to the degrees of Bachelor of Arts (BA) and Bachelor of Science (BS). The political science curriculum focuses heavily on the development of analytical and communication skills – along with comprehensive knowledge of public policy, politics, current events, and history – and as such prepares undergraduates for a wide range of in the private, public, and non-profit sectors. 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 degree Programs.

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.

Student Learning Outcomes for the Political Science Program

Knowledge Outcome

(KO1) Students should have factual knowledge of many aspects of politics and government that are central objects of study in each of the subfields in political science (American politics, comparative politics, international relations, and political theory).

(KO2) Students should be able to explain core debates (or scholarly theories and perspectives) in the subfields of political science.

Writing Outcome

(WO1) Students should be able to write papers on topics in political science that (a) exhibit clear prose and correct grammar and (b) present a central argument in a clear and coherent structure or fashion.

Critical Thinking Outcome

(CTO1) Students should be able to identify and critique the assumptions, logic, and evidence in both scholarly and lay political arguments.

(CTO2) Students should be able to use empirical observations and analytical reasoning to articulate and defend compelling, non-fallacious arguments.

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.

Specific Program Requirements

- Students in the major must complete a minimum of 42 semester credit hours in political science, including 24 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 POLS 480 PRACTICUM IN POLITICS AND PUBLIC SERVICE (1-6 c.h.) may be applied towards the 42 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 REASONING (3.00 c.h.).

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.

Students completing a major in Political Science with an emphasis in Secondary Education are required to complete a minor in education and meet all other requirements outlined by the Teacher Education Program

Course	Title	Credits
Core Requirements for the Political Science Major		
Core Requirements		42
Political Science Elective Courses		
Select 12 credits		12
Total Credits		54

Social Science Courses Required for Certification

Course	Title	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
POLS 102	STATE AND LOCAL GOVERNMENT	3.0
Total Credits		24

Specific Core Requirements

Course	Title	Credits
Required Courses		
POLS 101	AMERICAN NATIONAL POLITICS	3.0
POLS 201	INTERNATIONAL RELATIONS	3.0
POLS 202	COMPARATIVE POLITICS	3.0
POLS 250	POLITICAL ANALYSIS & METHODS I	3
POLS 251	POLITICAL ANALYSIS & METHODS II	3.0
POLS 370	WESTERN POLITICAL THOUGHT	3.0
POLS 480 or POLS 492	PRACTICUM IN POLITICS AND PUBLIC SERVICE RESEARCH	3
POLS 493	SEMINAR	3
American Politics - Select one of the following:		3
POLS 350	POLITICAL ATTITUDES AND BEHAVIOR	3.0
POLS 360	MEDIA, POLITICS, AND POWER	3.0
POLS 405	THE AMERICAN PRESIDENCY	3.0
POLS 411	THE U.S. CONGRESS	3.0
International Relations - Select one of the following:		3
POLS 305	INTERNATIONAL CONFLICT	3.0
POLS 306	PEACE STUDIES	3.0
POLS 460	U.S. FOREIGN AND SECURITY POLICY	3.0

Comparative Politics - Select one of the following:		3
POLS 440	NATIONALISM & ETHNIC CONFLICT	3
POLS 445	ECONOMIC DEVELOPMENT	3
POLS 450	DEMOCRACY & DICTATORSHIP	3
Public Policy/Public Administrations - Select one of the following:		3
POLS 330	INTRODUCTION TO PUBLIC ADMIN.	3.0
POLS 340	PUBLIC POLICY	3.0
Elective Courses		
Select two political science electives [1]		6

[1]   You may take any lower or upper division political science classes that were not taken to meet the above requirements.

Specific Requirements for Secondary & K-12 Education/Minor

The student must complete an appropriate major and the following Education courses:

Course	Title	Credits
Select one of the following:		
PSYC 151	HUMAN DEVELOPMENT [1]	3
or PSYC 251	CHILDHOOD AND ADOLESCENCE	
or PSYC 342	EDUCATIONAL PSYCHOLOGY	
ED 202	FOUNDATIONS OF EDUCATION	3
ED 280	EDUCATIONAL MEDIA AND TECHNOLOGY [2]	3
ED 301	FRAMEWORKS OF TEACHING (Admission to Education is completed in this course)	4
RDG 435	CONTENT AREA LITERACY [3, 5]	4
Special Methods in Education Areas (Prerequisites - Admission to Education) [5, 6]		4
ED 412	TEACHING DIVERSE LEARNERS [4, 5]	3
ED 485	CAPSTONE SEMINAR IN EDUCATION	1
ED 488	STUDENT TEACHING SECONDARY	12
or ED 489	STUDENT TEACHING K-12	
Total Credits [3]		37-40

[1]   Music students may take PSYC 151 HUMAN DEVELOPMENT (3.0 c.h.) or PSYC 251 CHILDHOOD AND ADOLESCENCE (3.0 c.h.).

[2]   Music Education students may complete MUS 103 MUSIC AND COMPUTER TECHNOLOGY I (1.00 c.h.) and MUS 306 TECHNOLOGY FOR MUSIC EDUCATORS (2.00 c.h.) for ED 280 EDUCATIONAL MEDIA AND TECHNOLOGY (3.00 c.h.).

[3]   English/Language Arts student must also complete RDG 355 LINGUISTICS FOR EDUCATORS (3.0 c.h.)

[4]   Physical Education students may complete EPER 465 ADAPTED PHYSICAL EDUCATION (3.0 c.h.) or ED 412 TEACHING DIVERSE LEARNERS (3.00 c.h.).

[5]   GPA of 2.6 required

[6]   English/Language Arts student must also complete ED 447 TEACHING ENGLISH IN SECONDARY SCHOOLS (4.00 c.h.)

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Note: Students completing a major with an emphasis in Secondary Education are required to complete a minor in Education and to meet all other requirements outlined by the Teacher Education Program.

*COMR 103 is required for admission into the Teacher Education Program.

Course	Title	Credits
Year 1		
Fall		
COMR 103	Speaking and Listening (*)	3
ENG 101	Rhetoric & Writing I (GT-CO1)	3
GEOG 103	World Regional Geography (GT-SS2)	3
POLS 101	American National Politics (GT-SS1)	3
General Education	Must be World Language course.	3
	Credits	15
Spring		
ENG 102	Rhetoric & Writing II (GT-CO2)	3
HIST 110	World History to 1500 (GT-HI1)	3
General Education	3 credits must be World Language course.	6
Elective	Must be one of the following: PSYC 151, 251, or 342	3
	Credits	15
Year 2		
Fall		
ED 202	Foundations of Education	3
ED 280	Educational Media and Technology	3
HIST 111	World History since 1500 (GT-HI1)	3
POLS 201	International Relations (GT-SS1)	3
General Education		4
	Credits	16
Spring		
ECON 201	Principles of Macroeconomics (GT-SS1)	3
GEOG 101	Physical Geography	3
HIST 201	U.S. History I (GT-HI1)	3
POLS 250	Political Analysis & Methods I	3
General Eduation		4
	Credits	16
Year 3		
Fall		
ED 301	Frameworks of Teaching	4
HIST 202	U.S. History II (GT-HI1)	3
POLS 370	Western Political Thought	3
Elective	3 credits must be upper division Political Science course.	6
	Credits	16
Spring		
POLS 202	Comparative Politics	3
POLS 493	Seminar	1-3
RDG 435	Content Area Literacy	4
Elective	3 credits must be upper division Political Science course.	6
	Credits	14-16
Year 4		
Fall		
ED 412	Teaching Diverse Learners	3
ED 451	Teaching Secondary Social Studies	4
Elective	Must be upper division Political Science course.	6
	Credits	13

Spring		
ED 485	Capstone Seminar in Education	1
ED 488	Student Teaching Secondary	12
	Credits	13
	Total Credits	118-120

Political Science: Secondary Education Concentration, Bachelor of Science

The major in political science leads to the degrees of Bachelor of Arts (BA) and Bachelor of Science (BS). The political science curriculum focuses heavily on the development of analytical and communication skills – along with comprehensive knowledge of public policy, politics, current events, and history – and as such prepares undergraduates for a wide range of in the private, public, and non-profit sectors. 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 degree Programs.

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.

Student Learning Outcomes for the Political Science Program

Knowledge Outcome

KO1) Students should have factual knowledge of many aspects of politics and government that are central objects of study in each of the subfields in political science (American politics, comparative politics, international relations, and political theory).

(KO2) Students should be able to explain core debates (or scholarly theories and perspectives) in the subfields of political science.

Writing Outcome

(WO1) Students should be able to write papers on topics in political science that (a) exhibit clear prose and correct grammar and (b) present a central argument in a clear and coherent structure or fashion.

Critical Thinking Outcome

(CTO1) Students should be able to identify and critique the assumptions, logic, and evidence in both scholarly and lay political arguments.

(CTO2) Students should be able to use empirical observations and analytical reasoning to articulate and defend compelling, non-fallacious arguments.

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.

Specific Program Requirements

- Students in the major must complete a minimum of 42 semester credit hours in political science, including 24 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 POLS 480 PRACTICUM IN POLITICS AND PUBLIC SERVICE (1-6 c.h.) may be applied towards the 42 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 REASONING (3.00 c.h.).

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.

Students completing a major in Political Science with an emphasis in Secondary Education are required to complete a minor in education and meet all other requirements outlined by the Teacher Education Program

Course	Title	Credits
Core Requirements for the Political Science Major		
Core Requirements		42
Political Science Elective Courses		
Select 12 credits		12
Total Credits		54

Social Science Courses Required for Certification

Course	Title	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
POLS 102	STATE AND LOCAL GOVERNMENT	3.0
Total Credits		24

Specific Core Requirements

Course	Title	Credits
Required Courses		
POLS 101	AMERICAN NATIONAL POLITICS	3.0
POLS 201	INTERNATIONAL RELATIONS	3.0
POLS 202	COMPARATIVE POLITICS	3.0
POLS 250	POLITICAL ANALYSIS & METHODS I	3
POLS 251	POLITICAL ANALYSIS & METHODS II	3.0
POLS 370	WESTERN POLITICAL THOUGHT	3.0
POLS 480	PRACTICUM IN POLITICS AND PUBLIC SERVICE	3
or POLS 492	RESEARCH	
POLS 493	SEMINAR	3
American Politics - Select one of the following:		3
POLS 350	POLITICAL ATTITUDES AND BEHAVIOR	3.0
POLS 360	MEDIA, POLITICS, AND POWER	3.0
POLS 405	THE AMERICAN PRESIDENCY	3.0
POLS 411	THE U.S. CONGRESS	3.0
International Relations - Select one of the following:		3
POLS 305	INTERNATIONAL CONFLICT	3.0
POLS 306	PEACE STUDIES	3.0
POLS 460	U.S. FOREIGN AND SECURITY POLICY	3.0
Comparative Politics - Select one of the following:		3
POLS 440	NATIONALISM & ETHNIC CONFLICT	3
POLS 445	ECONOMIC DEVELOPMENT	3
POLS 450	DEMOCRACY & DICTATORSHIP	3
Public Policy/Public Administrations - Select one of the following:		3
POLS 330	INTRODUCTION TO PUBLIC ADMIN.	3.0
POLS 340	PUBLIC POLICY	3.0
Elective Courses		
Select two political science electives [1]		6

[1] You may take any lower or upper division political science classes that were not taken to meet the above requirements.

Specific Requirements for Secondary & K-12 Education/Minor

The student must complete an appropriate major and the following Education courses:

Course	Title	Credits
Select one of the following:		
PSYC 151	HUMAN DEVELOPMENT [1]	3
or PSYC 251	CHILDHOOD AND ADOLESCENCE	
or PSYC 342	EDUCATIONAL PSYCHOLOGY	
ED 202	FOUNDATIONS OF EDUCATION	3
ED 280	EDUCATIONAL MEDIA AND TECHNOLOGY [2]	3
ED 301	FRAMEWORKS OF TEACHING (Admission to Education is completed in this course)	4
RDG 435	CONTENT AREA LITERACY [3, 5]	4

Course	Title	Credits
Special Methods in Education Areas (Prerequisites - Admission to Education) [5, 6]		4
ED 412	TEACHING DIVERSE LEARNERS [4, 5]	3
ED 485	CAPSTONE SEMINAR IN EDUCATION	1
ED 488	STUDENT TEACHING SECONDARY	12
or ED 489	STUDENT TEACHING K-12	
Total Credits [3]		37-40

[1] Music students may take PSYC 151 HUMAN DEVELOPMENT (3.0 c.h.) or PSYC 251 CHILDHOOD AND ADOLESCENCE (3.0 c.h.).

[2] Music Education students may complete MUS 103 MUSIC AND COMPUTER TECHNOLOGY I (1.00 c.h.) and MUS 306 TECHNOLOGY FOR MUSIC EDUCATORS (2.00 c.h.) for ED 280 EDUCATIONAL MEDIA AND TECHNOLOGY (3.00 c.h.).

[3] English/Language Arts student must also complete RDG 355 LINGUISTICS FOR EDUCATORS (3.0 c.h.)

[4] Physical Education students may complete EPER 465 ADAPTED PHYSICAL EDUCATION (3.0 c.h.) or ED 412 TEACHING DIVERSE LEARNERS (3.00 c.h.).

[5] GPA of 2.6 required

[6] English/Language Arts student must also complete ED 447 TEACHING ENGLISH IN SECONDARY SCHOOLS (4.00 c.h.)

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Note: Students completing a major with an emphasis in Secondary Education are required to complete a minor in Education and to meet all other requirements outlined by the Teacher Education Program.

*COMR 103 is required for admission into the Teacher Education Program.

Course	Title	Credits
Year 1		
Fall		
COMR 103	Speaking and Listening (*)	3
ENG 101	Rhetoric & Writing I (GT-CO1)	3
GEOG 103	World Regional Geography (GT-SS2)	3
POLS 101	American National Politics (GT-SS1)	3
General Education		3
	Credits	15
Spring		
ENG 102	Rhetoric & Writing II (GT-CO2)	3
HIST 110	World History to 1500 (GT-HI1)	3
General Education		6
Elective Must be one of the following: PSYCH 151, 251, or 342.		3
	Credits	15
Year 2		
Fall		
ED 202	Foundations of Education	3
ED 280	Educational Media and Technology	3
HIST 111	World History since 1500 (GT-HI1)	3

POLS 201	International Relations (GT-SS1)	3
General Education		4
	Credits	16
Spring		
ECON 201	Principles of Macroeconomics (GT-SS1)	3
GEOG 101	Physical Geography	3
HIST 201	U.S. History I (GT-HI1)	3
POLS 250	Political Analysis & Methods I	3
General Education		4
	Credits	16
Year 3		
Fall		
ED 301	Frameworks of Teaching	4
HIST 202	U.S. History II (GT-HI1)	3
POLS 370	Western Political Thought	3
Elective ^3 credits must be upper division Political Science course.		6
	Credits	16
Spring		
POLS 202	Comparative Politics	3
POLS 493	Seminar	1-3
RDG 435	Content Area Literacy	4
Elective ^3 credits must be upper division Political Science course.		6
	Credits	14-16
Year 4		
Fall		
ED 412	Teaching Diverse Learners	3
ED 451	Teaching Secondary Social Studies	4
Elective ^Must be upper division Political Science course.		6
	Credits	13
Spring		
ED 485	Capstone Seminar in Education	1
ED 488	Student Teaching Secondary	12
	Credits	13
	Total Credits	118-120

Homeland Security Studies, Certificate

Center for the Study of Homeland Security

The Political Science Program administers the Center for the Study of Homeland Security (CSHS), which offers a certificate in Homeland Security Studies and a Minor in Homeland Security for degree-seeking students.

The certificate in Homeland Security provides students with an opportunity for introductory level study of real world political and public policy issues involved in prevention and response to natural and man-made disasters and events. The program is directed at creation and enhancement of pre-professional knowledge and skills, which are immediately transferable to related career fields in government and industry.

For information regarding the Certificate in Homeland Security Studies, please call (719) 549-2156.

Student Learning Outcomes

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.

Outcomes Assessment Activities

The CSHS Director meets annually with faculty to compare intended learning outcomes with student performances in each of the program courses (all offered annually). Course and program curricula are reviewed to evaluate alignment of individual course goals, content, and instructional methods with the overall program goals and outcomes.

Assessment will be conducted via: written assignments, presentations/briefings, and in-class group presentations/work. Students will be expected to present key findings on best practices in published literature and cases histories, apply theoretical concepts and legal principles to current events and case studies, and to demonstrate pre-professional skills in developing effective written work and live presentations.

Specific Program Requirements
Required POLS Courses

Course	Title	Credits
POLS 270	INTRODUCTION TO HOMELAND SECURITY	3.0
POLS 271	TERRORISM	3.0
POLS 272	CRITICAL INCIDENT MANAGEMENT	3.0
Total Credits		9

Only one course taken for the Homeland Security Certificate can count toward the political science minor.

Homeland Security, Minor

Center for the Study of Homeland Security

The Political Science Program administers the Center for the Study of Homeland Security (CSHS), which offers a certificate in Homeland Security Studies and a Minor in Homeland Security for degree-seeking students.

The minor in Homeland Security provides students with an opportunity for in-depth study of real world political and public policy issues involved in prevention and response to natural and man-made disasters and events. The program is directed at development and refinement of pre-

professional knowledge and skills, which are immediately transferable to related career fields in government and industry.

To complete the minor, students are required to complete a total of 18 credit hours of coursework.

Student Learning Outcomes

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.

Outcomes Assessment Activities

The CSHS Director meets annually with faculty to compare intended learning outcomes with student performances in each of the program courses (all offered annually). Course and program curricula are reviewed to evaluate alignment of individual course goals, content, and instructional methods with the overall program goals and outcomes.

Assessment will be conducted via: written assignments; presentations/briefings; and in-class group presentations/work. Students will be expected to present key findings on best practices in published literature and cases histories, apply theoretical concepts and legal principles to current events and case studies, and to demonstrate pre-professional skills in developing effective written work and live presentations.

Specific Program Requirements

Course	Title	Credits
Core Courses		
POLS 270	INTRODUCTION TO HOMELAND SECURITY	3.0
POLS 271	TERRORISM	3.0
POLS 272	CRITICAL INCIDENT MANAGEMENT	3.0
Elective Homeland Security Courses		
Select three of the following:		9
POLS 373	INTELLIGENCE AND NATIONAL SECURITY	3.0
POLS 374	HOMELAND SECURITY AND THE LAW	3.0
POLS 375	THREAT AND STRATEGIC PLANNING	3.0
POLS 376	CYBER LAW	3.0
Total Credits		30

To complete the minor, students are required to complete a total of 18 credit hours of coursework.

All students pursuing the minor earn the 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.

Humanities & Social Sciences, Bachelor of Arts

The Bachelor of Arts in Humanities and Social Sciences allows students to combine courses from multiple academic disciplines into a major that addresses the students' personal, educational, and professional goals. Upon entry to the program, students will work with the program coordinator to develop a program proposal. The proposal will include a list of courses required to meet the requirements of the degree (core concentration courses, including HSS 499 Senior Capstone (3 c.h.), and elective courses), a senior project plan and a summary of the students' post-academic plans. The proposal must be submitted to and approved by the degree review committee, comprised of all department chairs in the College of Humanities, Arts, & Social Sciences.

This program is ideal for students who have academic interests that cross three or more existing major and/or minor areas. The program is designed to allow students to develop a range of knowledge and skills that will be relevant for their future professional and post-graduate educational goals.

Student Learning Outcomes

1. Students will develop critical thinking, communication, organizational, and problem-solving skills that allow them to see intellectual connections among various disciplinary fields.

2. Students will develop linkages between their individualized intellectual inquiries and related areas in terms of contemporary challenges facing individuals, communities, and societies.

3. Students will articulate their personal educational and professional goals focusing on existing and potential demand for the skills and knowledge they acquire in their degree program.

4. Students will acquire a clear understanding of future opportunities for the program that they propose.

Outcomes Assessment

At the end of their senior year, students will submit a portfolio to the program coordinator which will include the following:

- The original proposal developed upon entry into the program used to assess outcomes 3 and 4.

- A final senior research project (under the supervision of a faculty advisor) used to assess outcomes 1 and 2.
- A senior paper analyzing the market for their area(s) of professional interest used to assess outcomes 3 and 4.
- A resume and letter of interest or letter of application to graduate school summarizing the relevant skills and knowledge attained through their degree program used to assess outcome 4.

Specific Program Requirements

- Students interested in pursuing a Bachelor of Arts in Humanities and Social Sciences must be, at a minimum, junior status.
- Students must schedule an interview with the CHASS Program Coordinator, who will determine the appropriateness of the Bachelor of Arts in Humanities and Social Sciences to an individual's post-graduation planning.
- Upon entry into this degree program, students must submit a proposal that includes the list of courses required to meet the requirements of the degree (developed in consultation with the CHASS Program Coordinator), a senior project plan and a summary of the student's post-academic plans.
- The degree plan will be used to determine completion of the degree requirements.
- Major core and elective requirements will be outlined in the student's degree plan, which is approved by the advisor and by the degree review committee, comprised of all CHASS department chairs.
- All courses must be approved by the advisor.
- Students must earn a C or better in all courses applicable to the major.
- MATH 101 or higher fulfills the general education math requirement for this major.
- Students may complete a minor; the minor must be approved by the advisor.
- All CSU Pueblo institutional graduation requirements apply for this degree program (minimum of 120 credit hours; minimum cumulative GPA of 2.000; minimum of 60 credit hours from a four-year institution, with 30 of these 60 coming from CSU Pueblo; completion of 40 credit hours of upper-division courses).
- Students enrolled in the Bachelor of Arts in Humanities and Social Sciences degree are exempt from obtaining a minor or completing 18 credits outside the major.

Course	Title	Credits
Required Major Core Courses [1]		18
Major Elective Requirements [2]		30
Total Credits		48

[1] **(18 credits minimum)** Completion of at least 18 credits in a core concentration area, including completion of HSS 499: Senior Capstone, is required. This requirement may be fulfilled by completing an existing minor program or by selecting coursework in existing academic degree programs that address the student's specific interest areas. All courses must be approved by the advisor. Student must complete a senior capstone course as part of their major core concentration requirements.

[2] **(30 credits minimum)** A student must complete at least 18 credits of upper-division credits in major elective requirements. All courses must be approved by the advisor.

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Note: Students interested in pursuing a Bachelor of Arts in Humanities and Social Sciences, at a minimum, must be junior status. In addition, a student must complete the following:

1. 18 credits in a core concentration area, including completion of HSS 499. This requirement may be fulfilled by completing an existing minor program or by selecting coursework in existing academic degree programs that address the student's specific interest areas; and
2. At least 18 credits of upper division credits in major elective requirements.

Course	Title	Credits
Junior		
Fall		
Major Core Courses		6
Major Elective Courses 3 credits must be upper division.		6
Credits		12
Spring		
Major Core Courses		6
Major Elective Courses 3 must be upper division.		6
Credits		12
Senior		
Fall		
Major Core Courses		3
Major Elective Courses 6 credits must be upper division.		9
Credits		12
Spring		
HSS 499	Senior Capstone	3
Major Elective Courses 6 credits must be upper division.		9
Credits		12
Total Credits		48

Humanities & Social Sciences, Minor

Students desiring a minor in Humanities & Social Sciences must complete 18 credit hours approved by their minor area advisor. All credits counted toward the Humanities & Social Sciences minor must be from a CHASS department/program. To fulfill the minor requirements, students must include nine credits (minimum) of upper-division level courses and must earn a C or better in all courses that count toward the Humanities & Social Sciences minor.

Goals

The minor in Humanities & Social Sciences allows students to combine courses from multiple academic disciplines in the College of Humanities, Arts, & Social Sciences into a minor that addresses the students' academic interests. This minor is ideal for students who have interests that cross multiple disciplines. The program is designed to allow

students to develop a range of knowledge and skills that will be relevant for their future professional and post-graduate educational goals.

Outcomes

1. Students will develop critical thinking, communication, organizational and problem-solving skills that allow them to see intellectual connections among various disciplinary fields.
2. Students will develop linkages between their individualized intellectual inquiries and related areas in terms of contemporary challenges facing individuals, communities and societies.

Specific Program Requirements

- 18 credits total
- All credits counted toward the Humanities & Social Sciences minor must be from a CHASS department/program
- 9 credits (minimum) must be upper-division (300 to 400) level courses
- Credits that are used to fulfill general education or major requirements cannot be used to fulfill the Humanities & Social Sciences minor requirements.

Media Communication Department

Media Communication Department Mission

The mission of the Media Communication Department 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.

The Media Communication Department 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.

General Requirements

The 47-credit major in Media Communication 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 (GT-MA1) (3 c.h.). A degree in Media Communication leads to careers in multimedia journalism, reporting and editing for news, features and sports; advertising copywriting, design and sales; broadcasting, digital video and audio production for radio, television, and the Internet; interactive multi-media application for the Internet; and strategic communication for government, non-profit, and business.

An 18 credit core is the foundation of the major with concentration areas that require 12 additional credit hours in a concentration area, applied coursework that requires 9 additional credit hours, plus 8 credit hours of Art, Research, and Creativity coursework.

Co-Curricular Requirements

The thrust of the Media Communications Department is pragmatic; therefore, all majors must enroll in a minimum of one 2 or 3 credit hour lab. Faculty have discretion in curriculum, programming and enrollment of all media labs. Students may earn a maximum of 9 credits in media labs.

- **The** TODAY **(**http://csupueblotoday.com/**)** online news website and magazine are published as laboratory tools of the Media Communication 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 advisor is a member of the Media Communication faculty. Prerequisites: MC 215: Media Writing & Storytelling and declared major or minor in Media Communication.
- The Revolution, REV 89 **(**https://revolution89.com/**) KTSC 89.5 FM** is licensed to CSU Pueblo as a non-commercial, educational radio station by the Federal Communications Commission. Operated by the Media Communication Department, the 8,000-watt station serves the surrounding region. Advanced Media Communication students are involved in daily programming, production, sports and news. Prerequisites: MC 101: Media & Society and MC 140: Radio Station Operation and declared major or minor in Media Communication.
- Media Communication majors have access to Rocky Mountain Public Media. This opportunity provides laboratory training for our digital media students. Prerequisites: MC 101 Media and Society (3 c.h.) and MC 245 Fundamentals of Audio and Video Production (3 c.h.) and declared major or minor in Media Communication.

Students desiring internships must have a 3.0 grade point average in their Media Communication courses. Internships are not required, are most often reserved for major, and are at the discretion of the faculty advisor. Students may earn a maximum of 9 hours of internship credit.

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 Media 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.

Academic Programs

Media Communication, Minor

Specific Program Requirements

Students desiring a minor in Media Communication must complete 21 credit hours approved by their minor area advisor and MUST include MC 101 MEDIA AND SOCIETY (3.0 c.h.). The minor may not include more than 3 credits of media lab and must include at least 6 hours of upper division Media Communication coursework. Students must earn a C or better in all Media Communication courses.

Course	Title	Credits
MC 101	MEDIA AND SOCIETY	3.0
Select 18 additional credits (approved by the minor area advisor)		18
Total Credits		21

Media Communication: Digital Media Concentration, Bachelor of Arts

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 concentration 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 concentration 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 concentration area and is prescribed by the individual's advisor.

Specific Program Requirements

- Majors are required to complete a 39 credit curriculum which includes:
  - 18 credit Core
  - 12 credit concentration area
  - 9 credits of Applied coursework
- Successful Media Communication majors will demonstrate sufficient knowledge, comprehension and analytical skills by the ability to evaluate specific communication events in the proper context of their concentration area.
- Students majoring in Media Communication must achieve a C grade or better in all MC courses, both required and elective, to be eligible for graduation. Students who earn below a C in MC 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 MC major on a course-by-course basis.
- Consistent with general CSU Pueblo policy, no student enrolled in MC courses may accumulate unexcused absences, or arrive late for scheduled classes without faculty consultation.
- The Media Communication department believes that grades are valid quantitative indicators of student performance. Students' GPAs in the major or minor will be used by concentration area advisors for both formative and summary evaluations of majors and minors.
- While it is necessary for Media Communication 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.
- MC 101 MEDIA AND SOCIETY (3.0 c.h.), does not fulfill a social science general education requirement for Media Communication majors.

Course	Title	Credits
MC Courses		
MC 318	MEDIA REGULATION	3.0
MC 320	MEDIA OPERATIONS	3.0
MC 336	INTERACTIVE & SOCIAL MEDIA	3.0
MC 425	MEDIA RESEARCH	3.0
Electives		

Select 9 credits		9
Total Credits		21

MC Applied Electives

Course	Title	Credits
MC 211	DIGITAL PUBLISHING	3
MC 222	BROADCAST NEWS WRITING	3.0
MC 232	WEBSITE DESIGN	3.0
MC 233	SCRIPT WRITING	3.0
MC 350	ADVANCED MEDIA LAB	2-3
MC 432	VIDEO DOCUMENTARY	3.0
MC 490	SPECIAL PROJECTS	1-3
MC 494	FIELD EXPERIENCE	3-9
MUS 110	MUSIC AND AUDIO PRODUCTION I	2
ART 274	DIGITAL ART I	3
ART 276	PHOTOGRAPHY: CREATIVE LIGHTING	3
ART 374	DIGITAL ARTS: TIME BASED MEDIA	3
ENG 305	TECHNICAL AND SCIENTIFIC REPORT WRITING	3

Note: Prerequisites may exist with some courses and Media Lab is required of all majors.

Co-curricular Requirements

The thrust of the Media Communication Department is pragmatic; therefore, all majors must enroll in a minimum of one 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)
- RMPM on-campus media 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 Media Communication courses. Internships are not required, are most often reserved for majors, and are at the discretion of the faculty advisor. Students may earn a maximum of 9 hours of internship credit.

Specific Core Requirements

Course	Title	Credits
MC 101	MEDIA AND SOCIETY	3.0
MC 215	MEDIA WRITING & STORYTELLING	3.0
MC 245	PRINCIPLES OF AUDIO & VIDEO PRODUCTION	3.0
MC 338	MEDIA & DIVERSE CULTURES	3.0
MC 411	MEDIA LAW AND ETHICS	3.0
MC 493	SEMINAR	3.0
Total Credits		18

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Note: In addition to requirements for the major and general education, students must complete either:

1. Any minor degree program listed in the catalog other than their major; or
2. 18 credit hours outside of the major.

Students may not use the same credits to satisfy requirements for both major and minor degrees, or use credits taken to satisfy general education requirements.

*Meets the major requirement; therefore cannot be counted towards general education requirements.

Course	Title	Credits
Year 1		
Fall		
MC 101	Media and Society (GT-SS3)	3
ARC 110	Integrated Studies (Art, Research, Creativity)	3
ARC 174	Fundamentals of Digital Media	3
ENG 101	Rhetoric & Writing I (GT-CO1)	3
WL 100	Intro to Comparative Linguistics (Needs WL 100 & ANTH 106 for BA requirement or 2 semesters of a Foreign Language.)	3
	Credits	15
Spring		
MC 215	Media Writing & Storytelling	3
ANTH 106	Language, Thought and Culture	3
ENG 102	Rhetoric & Writing II (GT-CO2)	3
MATH 109	Mathematical Explorations (GT-MA1)	3
EPER 162	Personal Health	3
EPER 162L	Personal Health Lab	1
	Credits	16
Year 2		
Fall		
MC 245	Principles of Audio & Video Production	3
ART 100	Visual Dynamics (GT-AH1)	3
MUS 118	Music Appreciation (GT-AH1)	3
HIST 136	The Southwest United States (GT-HI1)	3
PHYS 110	Astronomy (GT-SC2)	3
PHYS 110L	Astronomy Lab (GT-SC1)	1
	Credits	16
Spring		
MC 140	Radio Station Operation	1
MC 211	Digital Publishing	3
MC 232	Website Design	3
MC 336	Interactive & Social Media	3
PSYC 100	General Psychology (GT-SS3)	3
POLS 101	American National Politics (GT-SS1)	3
	Credits	16
Year 3		
Fall		
MC 222	Broadcast News Writing	3
MC 318	Media Regulation	3
MC 320	Media Operations	3
ART 274	Digital Art I	3
COMR 103	Speaking and Listening	3
	Credits	15

Spring

MC 338	Media & Diverse Cultures	3
MC 411	Media Law and Ethics	3
MC 425	Media Research	3
ARC 310	Critical Fundamental Skills Review	1
ENG 376	User Experience Design	3
COMR 204	Introduction to Rhetoric	3
	Credits	16

Year 4

Fall

MC 432	Video Documentary	3
ARC 410	Senior Capstone Presentation	1
ART 374	Digital Arts: Time Based Media	3
COMR 350	Communicating in Professions	3
MKTG 340	Principles of Marketing	3
	Credits	13

Spring

MC 350	Advanced Media Lab	2
MC 493	Seminar	3
MC 494	Field Experience	3
COMR 493	Seminar	3
MKTG 410	Social Media and E-Marketing	3
	Credits	14
	Total Credits	121

Media Communication: Digital Media Concentration, Bachelor of Science

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 concentration 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 concentration 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 concentration area and is prescribed by the individual's advisor.

Specific Program Requirements

- Majors are required to complete a 50 credit curriculum which includes:
  - 18 credit Core
  - 12 credit concentration area
  - 9 credits of Applied coursework
  - 11 credits of ARC coursework
- Successful Media Communication majors will demonstrate sufficient knowledge, comprehension and analytical skills by the ability to evaluate specific communication events in the proper context of their concentration area.
- Students majoring in Media Communication must achieve a C grade or better in all MC courses, both required and elective, to be eligible for graduation. Students who earn below a C in MC 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 MC major on a course-by-course basis.
- Consistent with general CSU Pueblo policy, no student enrolled in MC courses may accumulate unexcused absences, or arrive late for scheduled classes without faculty consultation.
- The Media Communication department believes that grades are valid quantitative indicators of student performance. Students' GPAs in the major or minor will be used by concentration area advisors for both formative and summary evaluations of majors and minors.
- While it is necessary for Media Communication 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.
- MC 101 MEDIA AND SOCIETY (3.0 c.h.), does not fulfill a social science general education requirement for Media Communication majors.

Course	Title	Credits
MC Courses		
MC 318	MEDIA REGULATION	3.0
MC 320	MEDIA OPERATIONS	3.0
MC 336	INTERACTIVE & SOCIAL MEDIA	3.0
MC 425	MEDIA RESEARCH	3.0
Electives		
Select 9 credits		9
Total Credits		21

MC Applied Electives

Course	Title	Credits
MC 211	DIGITAL PUBLISHING	3
MC 222	BROADCAST NEWS WRITING	3.0
MC 232	WEBSITE DESIGN	3.0

MC 233	SCRIPT WRITING	3.0
MC 350	ADVANCED MEDIA LAB	3
MC 432	VIDEO DOCUMENTARY	3.0
MC 490	SPECIAL PROJECTS (credits vary)	1-3
MC 494	FIELD EXPERIENCE (credits vary)	3-9
MUS 110	MUSIC AND AUDIO PRODUCTION I	2
ART 274	DIGITAL ART I	3
ART 276	PHOTOGRAPHY: CREATIVE LIGHTING	3
ART 374	DIGITAL ARTS: TIME BASED MEDIA	3
ENG 305	TECHNICAL AND SCIENTIFIC REPORT WRITING	3

Note: Prerequisites may exist with some courses and Media Lab is required of all majors.

Co-curricular Requirements

The thrust of the Media Communication program is pragmatic; therefore, all majors must enroll in a minimum of one 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 broadcasts, podcasting, sports broadcasting, programming, social media, promotions)
- RMPM media 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 Media Communication courses. Internships are not required, are most often reserved for majors, and are at the discretion of the faculty advisor. Students may earn a maximum of 9 hours of internship credit.

School of Creativity + Practice

The School of Creativity + Practice at Colorado State University Pueblo exists to enrich the lives of our students and the community through exposure to creative industries across multiple disciplines in an environment of integrated studies.

World class training in specialized areas of study empowers our students to move beyond the classroom and studio toward professional exhibitions, performances and presentations. Developing students into a community of highly skilled creative professionals is our mission, our vision and our passion.

INTEGRATED STUDIES

ART, RESEARCH and CREATIVITY (ARC) courses are immersive, team taught, integrated and trans-formative learning experiences that target elements in multiple areas of study. The School of Creativity + Practice, has designed these courses to establish a foundation from which to grow. Students will be exposed to a variety of concepts, ideas and frameworks that are fundamental to careers in creative industries.

ARC 110 introduces all SoCaP students to the concepts of Integrated Studies. It has been designed to build literacy across disciplines using sound principles; developing students toward a meaningful and significant discovery of their own creative voice.

THE AGENCY

School of Creativity and Practice: The Agency is an organization of faculty mentored students from multiple disciplines engaged in creative industry practice working directly with the community, non-profits, small business and civic groups.

All Media Communication majors are required to complete an 11 credit hour integrated studies set of curriculum.

Art, Research and Creativity (ARC)
Course	Title	Credits
ARC 110	INTEGRATED STUDIES	3
ARC 174	FUNDAMENTALS OF DIGITAL MEDIA	3
ARC 210	DESIGN FRAMEWORKS	3
ARC 310	CRITICAL FUNDAMENTAL SKILLS REVIEW	1
ARC 410	SENIOR CAPSTONE PRESENTATION	1
Total Credits		11

Specific Core Requirements
Course	Title	Credits
MC 101	MEDIA AND SOCIETY	3.0
MC 215	MEDIA WRITING & STORYTELLING	3.0
MC 245	PRINCIPLES OF AUDIO & VIDEO PRODUCTION	3.0
MC 338	MEDIA & DIVERSE CULTURES	3.0
MC 411	MEDIA LAW AND ETHICS	3.0
MC 493	SEMINAR	3.0
Total Credits		18

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Note: In addition to requirements for the major and general education, students must complete either:

1. Any minor degree program listed in the catalog other than their major; or
2. 18 credit hours outside of the major.

Students may not use the same credits to satisfy requirements for both major and minor degrees, or use credits taken to satisfy general education requirements.

Course	Title	Credits
Year 1		
Fall		
MC 101	Media and Society (GT-SS3)	3
ENG 101	Rhetoric & Writing I (GT-CO1)	3
ARC 110	Integrated Studies (Art, Research, Creativity)	3
ARC 174	Fundamentals of Digital Media	3
COMR 103	Speaking and Listening	3
	Credits	15
Spring		
MC 215	Media Writing & Storytelling	3
ENG 102	Rhetoric & Writing II (GT-CO2)	3

MATH 156	Introduction to Statistics (GT-MA1)	3
COMR 204	Introduction to Rhetoric	3
EPER 162	Personal Health	3
EPER 162L	Personal Health Lab	1
	Credits	16
Year 2		
Fall		
MC 245	Principles of Audio & Video Production	3
ART 100	Visual Dynamics (GT-AH1)	3
MUS 118	Music Appreciation (GT-AH1)	3
HIST 136	The Southwest United States (GT-HI1)	3
PHYS 110	Astronomy (GT-SC2)	3
PHYS 110L	Astronomy Lab (GT-SC1)	1
	Credits	16
Spring		
MC 140	Radio Station Operation	1
MC 211	Digital Publishing	3
MC 232	Website Design	3
MC 336	Interactive & Social Media	3
PSYC 100	General Psychology (GT-SS3)	3
POLS 101	American National Politics (GT-SS1)	3
	Credits	16
Year 3		
Fall		
MC 222	Broadcast News Writing	3
MC 318	Media Regulation	3
MC 320	Media Operations	3
ART 274	Digital Art I	3
ENG 376	User Experience Design	3
	Credits	15
Spring		
MC 338	Media & Diverse Cultures	3
MC 411	Media Law and Ethics	3
MC 425	Media Research	3
ARC 310	Critical Fundamental Skills Review	1
COMR 377	Usability and User Experience	3
COMR 312	Persuasion	3
	Credits	16
Year 4		
Fall		
MC 432	Video Documentary	3
MC 350	Advanced Media Lab (Variable. Majors required to complete 3 credit hours of MC 350 Advanced Media Lab.)	2
ARC 410	Senior Capstone Presentation	1
ART 374	Digital Arts: Time Based Media	3
MKTG 340	Principles of Marketing	3
	Credits	12
Spring		
MC 493	Seminar	3
MC 494	Field Experience	3
MKTG 410	Social Media and E-Marketing	3
COMR 350	Communicating in Professions	3
COMR 493	Seminar	3
	Credits	15
	Total Credits	121

Media Communication: Multimedia Journalism Concentration, Bachelor of Arts

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 concentration 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 concentration 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 concentration area and is prescribed by the individual's advisor.

Specific Program Requirements

- Majors are required to complete a 50 credit curriculum which includes:
  - 18 credit Core
  - 12 credit concentration area
  - 9 credits of Applied coursework
  - 11 credits of ARC coursework
- Successful Media Communication majors will demonstrate sufficient knowledge, comprehension and analytical skills by the ability to evaluate specific communication events in the proper context of their concentration area.
- Students majoring in Media Communication must achieve a C grade or better in all MC courses, both required and elective, to be eligible for graduation. Students who earn below a C in MC 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 MC major on a course-by-course basis.
- Consistent with general CSU Pueblo policy, no student enrolled in MC courses may accumulate unexcused absences, or arrive late for scheduled classes without faculty consultation.
- The Media Communication department believes that grades are valid quantitative indicators of student performance. Students' GPAs in the major or minor will be used by concentration area advisors for both formative and summary evaluations of majors and minors.
- While it is necessary for Media Communication 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.
- MC 101 MEDIA AND SOCIETY (3.0 c.h.), does not fulfill a social science general education requirement for Media Communication majors.

Course	Title	Credits
MC Courses		
MC 305	NEWS REPORTING & FEATURE WRITING	3.0
MC 310	OPINION & EDITORIAL WRITING	3.0
MC 312	MEDIA EDITING & INFOGRAPHICS	3.0
MC 445	REPORTING PUBLIC AFFAIRS	3.0
Electives		
Select 9 credits		9
Total Credits		21

MC Applied Electives

Course	Title	Credits
MC 211	DIGITAL PUBLISHING	3
MC 222	BROADCAST NEWS WRITING	3.0
MC 232	WEBSITE DESIGN	3.0
MC 233	SCRIPT WRITING	3.0
MC 350	ADVANCED MEDIA LAB	3
MC 432	VIDEO DOCUMENTARY	3.0
MC 490	SPECIAL PROJECTS (credits vary)	1-3
MC 494	FIELD EXPERIENCE (credits vary)	3-9
MUS 110	MUSIC AND AUDIO PRODUCTION I	2
ART 274	DIGITAL ART I	3
ART 276	PHOTOGRAPHY: CREATIVE LIGHTING	3
ART 374	DIGITAL ARTS: TIME BASED MEDIA	3
ENG 305	TECHNICAL AND SCIENTIFIC REPORT WRITING	3

Note: Prerequisites may exist with some courses and Media Lab is required of all majors.

Co-curricular Requirements

The thrust of the Media Communication Department is pragmatic; therefore, all majors must enroll in a minimum of one 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 broadcasts, podcasting, sports broadcasting, programming, social media, promotions)
- RMPM media 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 Media Communication courses. Internships are not required, are most often reserved for majors, and are at the discretion of the faculty advisor. Students may earn a maximum of 9 hours of internship credit.

School of Creativity + Practice

The School of Creativity + Practice at Colorado State University Pueblo exists to enrich the lives of our students and the community through exposure to creative industries across multiple disciplines in an environment of integrated studies.

World class training in specialized areas of study empowers our students to move beyond the classroom and studio toward professional exhibitions, performances and presentations. Developing students into a community of highly skilled creative professionals is our mission, our vision and our passion.

INTEGRATED STUDIES

ART, RESEARCH and CREATIVITY (ARC) courses are immersive, team taught, integrated and trans-formative learning experiences that target elements in multiple areas of study. The School of Creativity + Practice, has designed these courses to establish a foundation from which to grow. Students will be exposed to a variety of concepts, ideas and frameworks that are fundamental to careers in creative industries.

ARC 110 introduces all SoCaP students to the concepts of Integrated Studies. It has been designed to build literacy across disciplines using sound principles; developing students toward a meaningful and significant discovery of their own creative voice.

THE AGENCY

School of Creativity and Practice: The Agency is an organization of faculty mentored students from multiple disciplines engaged in creative industry practice working directly with the community, non-profits, small business and civic groups.

All Media Communication majors are required to complete an 11 credit hour integrated studies set of curriculum.

Art, Research and Creativity (ARC)

Course	Title	Credits
ARC 110	INTEGRATED STUDIES	3
ARC 174	FUNDAMENTALS OF DIGITAL MEDIA	3
ARC 210	DESIGN FRAMEWORKS	3
ARC 310	CRITICAL FUNDAMENTAL SKILLS REVIEW	1
ARC 410	SENIOR CAPSTONE PRESENTATION	1
Total Credits		11

Specific Core Requirements

Course	Title	Credits
MC 101	MEDIA AND SOCIETY	3.0
MC 215	MEDIA WRITING & STORYTELLING	3.0
MC 245	PRINCIPLES OF AUDIO & VIDEO PRODUCTION	3.0
MC 338	MEDIA & DIVERSE CULTURES	3.0
MC 411	MEDIA LAW AND ETHICS	3.0
MC 493	SEMINAR	3.0
Total Credits		18

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Note: In addition to requirements for the major and general education, students must complete either:

1. Any minor degree program listed in the catalog other than their major; or
2. 18 credit hours outside of the major.

Students may not use the same credits to satisfy requirements for both major and minor degrees, or use credits taken to satisfy general education requirements.

*Meets the major requirement; therefore cannot be counted towards general education requirements.

Course	Title	Credits
Year 1		
Fall		
MC 101	Media and Society (GT-SS3)	3
ENG 101	Rhetoric & Writing I (GT-CO1)	3
ARC 110	Integrated Studies (Art, Research, Creativity)	3
ARC 174	Fundamentals of Digital Media	3
WL 100	Intro to Comparative Linguistics (Needs WL 100 & ANTH 106 for BA requirement or 2 semesters of a Foreign Language.)	3
	Credits	15
Spring		
MC 215	Media Writing & Storytelling	3
ANTH 106	Language, Thought and Culture	3
ENG 102	Rhetoric & Writing II (GT-CO2)	3
MATH 109	Mathematical Explorations (GT-MA1)	3
EPER 162	Personal Health	3
EPER 162L	Personal Health Lab	1
	Credits	16
Year 2		
Fall		
MC 245	Principles of Audio & Video Production	3
ART 100	Visual Dynamics (GT-AH1)	3
MUS 118	Music Appreciation (GT-AH1)	3
HIST 136	The Southwest United States (GT-HI1)	3
PHYS 110	Astronomy (GT-SC2)	3
PHYS 110L	Astronomy Lab (GT-SC1)	1
	Credits	16
Spring		
MC 211	Digital Publishing	3
MC 232	Website Design	3
MC 305	News Reporting & Feature Writing	3
POLS 101	American National Politics (GT-SS1)	3
SOC 101	Introduction to Sociology (GT-SS3)	3
	Credits	15
Year 3		
Fall		
MC 312	Media Editing & Infographics	3
ART 274	Digital Art I	3
COMR 103	Speaking and Listening	3
COMR 204	Introduction to Rhetoric	3
POLS 202	Comparative Politics	3
	Credits	15
Spring		
MC 222	Broadcast News Writing	3
MC 310	Opinion & Editorial Writing	3
MC 338	Media & Diverse Cultures	3
MC 411	Media Law and Ethics	3
ARC 310	Critical Fundamental Skills Review	1
ENG 376	User Experience Design	3
	Credits	16
Year 4		
Fall		
MC 350	Advanced Media Lab (Variable. Majors required to complete 3 credit hours of MC 350 Advanced Media Lab.)	2
MC 445	Reporting Public Affairs	3
ARC 410	Senior Capstone Presentation	1
ENG 377	Usability and User Experience	3
POLS 360	Media, Politics, and Power	3
	Credits	12
Spring		
MC 493	Seminar	3
MC 494	Field Experience	3
COMR 350	Communicating in Professions	3
COMR 493	Seminar	3
POLS 305	International Conflict	3
	Credits	15
	Total Credits	120

Media Communication: Multimedia Journalism Concentration, Bachelor of Science

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 concentration 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 Media Communication Department requires that the academic portfolio demonstrate a pattern of sustained academic growth and development of the major and minor, appropriate to the student's concentration 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 concentration area and is prescribed by the individual's advisor.

Specific Program Requirements

- Majors are required to complete a 50 credit curriculum which includes:
    - 18 credit Core
    - 12 credit concentration area
    - 9 credits of Applied coursework
    - 11 credits of ARC coursework
- Successful Media Communication majors will demonstrate sufficient knowledge, comprehension and analytical skills by the ability to evaluate specific communication events in the proper context of their concentration area.
- Students majoring in Media Communication must achieve a C grade or better in all MC courses, both required and elective, to be eligible for graduation. Students who earn below a C in MC 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 MC major on a course-by-course basis.
- Consistent with general CSU Pueblo policy, no student enrolled in MC courses may accumulate unexcused absences, or arrive late for scheduled classes without faculty consultation.
- The Media Communication department believes that grades are valid quantitative indicators of student performance. Students' GPAs in the major or minor will be used by concentration area advisors for both formative and summary evaluations of majors and minors.
- While it is necessary for Media Communication 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.

- MC 101 MEDIA AND SOCIETY (3.0 c.h.), does not fulfill a social science general education requirement for Media Communication majors.

Course	Title	Credits
MC Courses		
MC 305	NEWS REPORTING & FEATURE WRITING	3.0
MC 310	OPINION & EDITORIAL WRITING	3.0
MC 312	MEDIA EDITING & INFOGRAPHICS	3.0
MC 445	REPORTING PUBLIC AFFAIRS	3.0
Electives		
Select 9 credits		9
Total Credits		21

MC Applied Electives

Course	Title	Credits
MC 211	DIGITAL PUBLISHING	3
MC 222	BROADCAST NEWS WRITING	3.0
MC 232	WEBSITE DESIGN	3.0
MC 233	SCRIPT WRITING	3.0
MC 350	ADVANCED MEDIA LAB	3
MC 432	VIDEO DOCUMENTARY	3.0
MC 490	SPECIAL PROJECTS (credits vary)	1-3
MC 494	FIELD EXPERIENCE (credits vary)	3-9
MUS 110	MUSIC AND AUDIO PRODUCTION I	2
ART 274	DIGITAL ART I	3
ART 276	PHOTOGRAPHY: CREATIVE LIGHTING	3
ART 374	DIGITAL ARTS: TIME BASED MEDIA	3
ENG 305	TECHNICAL AND SCIENTIFIC REPORT WRITING	3

Note: Prerequisites may exist with some courses and Media Lab is required of all majors.

Co-curricular Requirements

The thrust of the Media Communication program is pragmatic; therefore, all majors must enroll in a minimum of one 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 broadcasts, podcasting, sports broadcasting, programming, social media, promotions)
- RMPM media 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 Media Communication courses. Internships are not required, are most often reserved for majors, and are at the discretion of the faculty advisor. Students may earn a maximum of 9 hours of internship credit.

School of Creativity + Practice

The School of Creativity + Practice at Colorado State University Pueblo exists to enrich the lives of our students and the community through exposure to creative industries across multiple disciplines in an environment of integrated studies.

World class training in specialized areas of study empowers our students to move beyond the classroom and studio toward professional exhibitions, performances and presentations. Developing students into a community of highly skilled creative professionals is our mission, our vision and our passion.

INTEGRATED STUDIES

ART, RESEARCH and CREATIVITY (ARC) courses are immersive, team taught, integrated and trans-formative learning experiences that target elements in multiple areas of study. The School of Creativity + Practice, has designed these courses to establish a foundation from which to grow. Students will be exposed to a variety of concepts, ideas and frameworks that are fundamental to careers in creative industries.

ARC 110 introduces all SoCaP students to the concepts of Integrated Studies. It has been designed to build literacy across disciplines using sound principles; developing students toward a meaningful and significant discovery of their own creative voice.

THE AGENCY

School of Creativity and Practice: The Agency is an organization of faculty mentored students from multiple disciplines engaged in creative industry practice working directly with the community, non-profits, small business and civic groups.

All Media Communication majors are required to complete an 11 credit hour integrated studies set of curriculum.

Art, Research and Creativity (ARC)

Course	Title	Credits
ARC 110	INTEGRATED STUDIES	3
ARC 174	FUNDAMENTALS OF DIGITAL MEDIA	3
ARC 210	DESIGN FRAMEWORKS	3
ARC 310	CRITICAL FUNDAMENTAL SKILLS REVIEW	1
ARC 410	SENIOR CAPSTONE PRESENTATION	1
Total Credits		11

Specific Core Requirements

Course	Title	Credits
MC 101	MEDIA AND SOCIETY	3.0
MC 215	MEDIA WRITING & STORYTELLING	3.0
MC 245	PRINCIPLES OF AUDIO & VIDEO PRODUCTION	3.0
MC 338	MEDIA & DIVERSE CULTURES	3.0
MC 411	MEDIA LAW AND ETHICS	3.0
MC 493	SEMINAR	3.0
Total Credits		18

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Note: In addition to requirements for the major and general education, students must complete either:

1. Any minor degree program listed in the catalog other than their major; or
2. 18 credit hours outside of the major.

Students may not use the same credits to satisfy requirements for both major and minor degrees, or use credits taken to satisfy general education requirements.

Course	Title	Credits
Year 1		
Fall		
MC 101	Media and Society (GT-SS3)	3
ENG 101	Rhetoric & Writing I (GT-CO1)	3
COMR 103	Speaking and Listening	3
ARC 110	Integrated Studies	3
ARC 174	Fundamentals of Digital Media	3
	Credits	15
Spring		
MC 215	Media Writing & Storytelling	3
ENG 102	Rhetoric & Writing II (GT-CO2)	3
COMR 204	Introduction to Rhetoric	3
MATH 156	Introduction to Statistics (GT-MA1)	3
EPER 162	Personal Health	3
EPER 162L	Personal Health Lab	1
	Credits	16
Year 2		
Fall		
MC 245	Principles of Audio & Video Production	3
ART 100	Visual Dynamics (GT-AH1)	3
MUS 118	Music Appreciation (GT-AH1)	3
HIST 136	The Southwest United States (GT-HI1)	3
PHYS 110	Astronomy (GT-SC2)	3
PHYS 110L	Astronomy Lab (GT-SC1)	1
	Credits	16
Spring		
MC 211	Digital Publishing	3
MC 305	News Reporting & Feature Writing	3
ART 274	Digital Art I	3
POLS 101	American National Politics (GT-SS1)	3
SOC 101	Introduction to Sociology (GT-SS3)	3
	Credits	15
Year 3		
Fall		
MC 232	Website Design	3
MC 312	Media Editing & Infographics	3
ART 276	Photography: Creative Lighting	3
ENG 305	Technical and Scientific Report Writing	3
POLS 202	Comparative Politics	3
	Credits	15
Spring		
MC 222	Broadcast News Writing	3
MC 310	Opinion & Editorial Writing	3
MC 338	Media & Diverse Cultures	3
MC 411	Media Law and Ethics	3
ARC 310	Critical Fundamental Skills Review	1
ENG 376	User Experience Design	3
	Credits	16

Year 4

Fall

MC 350	Advanced Media Lab (Variable. Majors required to complete 3 credit hours of MC 350 Advanced Media Lab.)	2
MC 445	Reporting Public Affairs	3
ARC 410	Senior Capstone Presentation	1
ART 374	Digital Arts: Time Based Media	3
POLS 360	Media, Politics, and Power	3
	Credits	12

Spring

MC 493	Seminar	3
MC 494	Field Experience	3
COMR 350	Communicating in Professions	3
COMR 493	Seminar	3
POLS 305	International Conflict	3
	Credits	15
	Total Credits	120

Media Communication: Strategic Communication Concentration, Bachelor of Arts

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 concentration 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 Media Communication Department requires that the academic portfolio demonstrate a pattern of sustained academic growth and development of the major and minor, appropriate to the student's concentration 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 concentration area and is prescribed by the individual's advisor.

Specific Program Requirements

- Majors are required to complete a 50 credit curriculum which includes:
  - 18 credit Core
  - 12 credit concentration area
  - 9 credits of Applied coursework
  - 11 credits of ARC coursework
- Successful Media Communication majors will demonstrate sufficient knowledge, comprehension and analytical skills by the ability to evaluate specific communication events in the proper context of their concentration area.
- Students majoring in Media Communication must achieve a C grade or better in all MC courses, both required and elective, to be eligible for graduation. Students who earn below a C in MC 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 MC major on a course-by-course basis.
- Consistent with general CSU Pueblo policy, no student enrolled in MC courses may accumulate unexcused absences, or arrive late for scheduled classes without faculty consultation.
- The Media Communication department believes that grades are valid quantitative indicators of student performance. Students' GPAs in the major or minor will be used by concentration area advisors for both formative and summary evaluations of majors and minors.
- While it is necessary for Media Communication 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.
- MC 101 MEDIA AND SOCIETY (3.0 c.h.), does not fulfill a social science general education requirement for Media Communication majors.

Course	Title	Credits
MC Courses		
MC 317	ADVERTISING STRATEGIES	3.0
MC 321	CRISIS COMMUNICATION	3.0
MC 422	PUBLIC RELATIONS STRATEGIES	3.0
MC 430	STRATEGIC COMMUNICATION CAMPAIGNS	3.0
Electives		
Select 9 credits		9
Total Credits		21

MC Applied Electives

Course	Title	Credits
MC 211	DIGITAL PUBLISHING	3
MC 222	BROADCAST NEWS WRITING	3.0
MC 232	WEBSITE DESIGN	3.0
MC 233	SCRIPT WRITING	3.0
MC 350	ADVANCED MEDIA LAB	3
MC 432	VIDEO DOCUMENTARY	3.0

MC 490	SPECIAL PROJECTS (credits vary)	1-3
MC 494	FIELD EXPERIENCE (credits vary)	3-9
MUS 110	MUSIC AND AUDIO PRODUCTION I	2
ART 274	DIGITAL ART I	3
ART 276	PHOTOGRAPHY: CREATIVE LIGHTING	3
ART 374	DIGITAL ARTS: TIME BASED MEDIA	3
ENG 305	TECHNICAL AND SCIENTIFIC REPORT WRITING	3

Note: Prerequisites may exist with some courses and Media Lab is required of all majors.

Co-curricular Requirements

The thrust of the Media Communication Department is pragmatic; therefore, all majors must enroll in a 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 broadcasts, podcasting, sports broadcasting, programming, social media, promotions)
- RMPM media 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 Media Communication courses. Internships are not required, are most often reserved for majors, and are at the discretion of the faculty advisor. Students may earn a maximum of 9 hours of internship credit.

School of Creativity + Practice

The School of Creativity + Practice at Colorado State University Pueblo exists to enrich the lives of our students and the community through exposure to creative industries across multiple disciplines in an environment of integrated studies.

World class training in specialized areas of study empowers our students to move beyond the classroom and studio toward professional exhibitions, performances and presentations. Developing students into a community of highly skilled creative professionals is our mission, our vision and our passion.

INTEGRATED STUDIES
ART, RESEARCH, and CREATIVITY (ARC) courses are immersive, team taught, integrated and trans-formative learning experiences that target elements in multiple areas of study. The School of Creativity + Practice, has designed these courses to establish a foundation from which to grow. Students will be exposed to a variety of concepts, ideas and frameworks that are fundamental to careers in creative industries.

ARC 110 introduces all SoCaP students to the concepts of Integrated Studies. It has been designed to build literacy across disciplines using sound principles; developing students toward a meaningful and significant discovery of their own creative voice.

THE AGENCY

School of Creativity and Practice: The Agency is an organization of faculty mentored students from multiple disciplines engaged in creative industry practice working directly with the community, non-profits, small business and civic groups.

All Media Communication majors are required to complete an 11 credit hour integrated studies set of curriculum.

Art, Research and Creativity (ARC)

Course	Title	Credits
ARC 110	INTEGRATED STUDIES	3
ARC 174	FUNDAMENTALS OF DIGITAL MEDIA	3
ARC 210	DESIGN FRAMEWORKS	3
ARC 310	CRITICAL FUNDAMENTAL SKILLS REVIEW	1
ARC 410	SENIOR CAPSTONE PRESENTATION	1
Total Credits		11

Specific Core Requirements

Course	Title	Credits
MC 101	MEDIA AND SOCIETY	3.0
MC 215	MEDIA WRITING & STORYTELLING	3.0
MC 245	PRINCIPLES OF AUDIO & VIDEO PRODUCTION	3.0
MC 338	MEDIA & DIVERSE CULTURES	3.0
MC 411	MEDIA LAW AND ETHICS	3.0
MC 493	SEMINAR	3.0
Total Credits		18

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Note: In addition to requirements for the major and general education, students must complete either:

1. Any minor degree program listed in the catalog other than their major; or
2. 18 credit hours outside of the major.

Students may not use the same credits to satisfy requirements for both major and minor degrees, or use credits taken to satisfy general education requirements.

*Meets the major requirement; therefore cannot be counted towards general education requirements.

Course	Title	Credits
Year 1		
Fall		
MC 101	Media and Society (GT-SS3)	3
ARC 110	Integrated Studies	3
ARC 174	Fundamentals of Digital Media	3
ENG 101	Rhetoric & Writing I (GT-CO1)	3
WL 100	Intro to Comparative Linguistics (Needs WL 100 & ANTH 106 for BA requirement or 2 semesters of a Foreign Language.)	3
	Credits	15
Spring		
MC 215	Media Writing & Storytelling	3
ANTH 106	Language, Thought and Culture	3

ENG 102	Rhetoric & Writing II (GT-CO2)	3
MATH 109	Mathematical Explorations (GT-MA1)	3
EPER 162	Personal Health	3
EPER 162L	Personal Health Lab	1
	Credits	16
Year 2		
Fall		
MC 245	Principles of Audio & Video Production	3
ART 100	Visual Dynamics (GT-AH1)	3
MUS 118	Music Appreciation (GT-AH1)	3
HIST 136	The Southwest United States (GT-HI1)	3
PHYS 110	Astronomy (GT-SC2)	3
PHYS 110L	Astronomy Lab (GT-SC1)	1
	Credits	16
Spring		
PSYC 100	General Psychology (GT-SS3)	3
SOC 101	Introduction to Sociology (GT-SS3)	3
MC 211	Digital Publishing	3
MC 232	Website Design	3
MC 321	Crisis Communication	3
	Credits	15
Year 3		
Fall		
MC 317	Advertising Strategies	3
MC 430	Strategic Communications Campaigns	3
ART 274	Digital Art I	3
COMR 103	Speaking and Listening	3
MKTG 340	Principles of Marketing	3
	Credits	15
Spring		
MC 338	Media & Diverse Cultures	3
MC 411	Media Law and Ethics	3
MC 422	Public Relations Strategies	3
ARC 310	Critical Fundamental Skills Review	1
COMR 204	Introduction to Rhetoric	3
ENG 376	User Experience Design	3
	Credits	16
Year 4		
Fall		
MC 350	Advanced Media Lab (Variable. Majors required to complete 3 credit hours of MC 350 Advanced Media Lab.)	2
ARC 410	Senior Capstone Presentation	1
ENG 377	Usability and User Experience	3
MKTG 342	Promotional Strategy	3
MKTG 348	Consumer Behavior	3
	Credits	12
Spring		
MC 493	Seminar	3
MC 494	Field Experience	3
COMR 493	Seminar	3
COMR 350	Communicating in Professions	3
MKTG 410	Social Media and E-Marketing	3
	Credits	15
	Total Credits	120

Media Communication: Strategic Communication Concentration, Bachelor of Science

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 concentration 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 concentration 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 concentration area and is prescribed by the individual's advisor.

Specific Program Requirements

- Majors are required to complete a 50 credit curriculum which includes:
  - 18 credit Core
  - 12 credit concentration area
  - 9 credits of Applied coursework
  - 11 credits of ARC coursework
- Successful Media Communication majors will demonstrate sufficient knowledge, comprehension and analytical skills by the ability to evaluate specific communication events in the proper context of their concentration area.
- Students majoring in Media Communication must achieve a C grade or better in all MC courses, both required and elective, to be eligible for graduation. Students who earn below a C in MC 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 MC major on a course-by-course basis.
- Consistent with general CSU Pueblo policy, no student enrolled in MC courses may accumulate unexcused absences, or arrive late for scheduled classes without faculty consultation.
- The Media Communication department believes that grades are valid quantitative indicators of student performance. Students' GPAs in the major or minor will be used by concentration area advisors for both formative and summary evaluations of majors and minors.
- While it is necessary for Media Communication 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.
- MC 101 MEDIA AND SOCIETY (3.0 c.h.), does not fulfill a social science general education requirement for Media Communication majors.

Course	Title	Credits
MC Courses		
MC 317	ADVERTISING STRATEGIES	3.0
MC 321	CRISIS COMMUNICATION	3.0
MC 422	PUBLIC RELATIONS STRATEGIES	3.0
MC 430	STRATEGIC COMMUNICATION CAMPAIGNS	3.0
Electives		
Select 9 credits		9
Total Credits		21

MC Applied Electives

Course	Title	Credits
MC 211	DIGITAL PUBLISHING	3
MC 222	BROADCAST NEWS WRITING	3.0
MC 232	WEBSITE DESIGN	3.0
MC 233	SCRIPT WRITING	3.0
MC 350	ADVANCED MEDIA LAB	3
MC 432	VIDEO DOCUMENTARY	3.0
MC 490	SPECIAL PROJECTS (credits vary)	1-3
MC 494	FIELD EXPERIENCE (credits vary)	3-9
MUS 110	MUSIC AND AUDIO PRODUCTION I	2
ART 274	DIGITAL ART I	3
ART 276	PHOTOGRAPHY: CREATIVE LIGHTING	3
ART 374	DIGITAL ARTS: TIME BASED MEDIA	3
ENG 305	TECHNICAL AND SCIENTIFIC REPORT WRITING	3

Note: Prerequisites may exist with some courses and Media Lab is required of all majors.

Co-curricular Requirements

The thrust of the Media Communication program is pragmatic; therefore, all majors must enroll in a minimum of one 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 broadcasts, podcasting, sports broadcasting, programming, social media, promotions)
- RMPM media 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 Media Communication courses. Internships are not required, are most often reserved for majors, and are at the discretion of the faculty advisor. Students may earn a maximum of 9 hours of internship credit.

School of Creativity + Practice

The School of Creativity + Practice at Colorado State University Pueblo exists to enrich the lives of our students and the community through exposure to creative industries across multiple disciplines in an environment of integrated studies.

World class training in specialized areas of study empowers our students to move beyond the classroom and studio toward professional exhibitions, performances and presentations. Developing students into a community of highly skilled creative professionals is our mission, our vision and our passion.

INTEGRATED STUDIES

ART, RESEARCH and CREATIVITY (ARC) courses are immersive, team taught, integrated and trans-formative learning experiences that target elements in multiple areas of study. The School of Creativity + Practice, has designed these courses to establish a foundation from which to grow. Students will be exposed to a variety of concepts, ideas and frameworks that are fundamental to careers in creative industries.

ARC 110 introduces all SoCaP students to the concepts of Integrated Studies. It has been designed to build literacy across disciplines using sound principles; developing students toward a meaningful and significant discovery of their own creative voice.

THE AGENCY

School of Creativity and Practice: The Agency is an organization of faculty mentored students from multiple disciplines engaged in creative industry practice working directly with the community, non-profits, small business and civic groups.

All Media Communication majors are required to complete an 11 credit hour integrated studies set of curriculum.

Art, Research and Creativity (ARC)

Course	Title	Credits
ARC 110	INTEGRATED STUDIES	3
ARC 174	FUNDAMENTALS OF DIGITAL MEDIA	3
ARC 210	DESIGN FRAMEWORKS	3
ARC 310	CRITICAL FUNDAMENTAL SKILLS REVIEW	1
ARC 410	SENIOR CAPSTONE PRESENTATION	1
Total Credits		11

Specific Core Requirements

Course	Title	Credits
MC 101	MEDIA AND SOCIETY	3.0
MC 215	MEDIA WRITING & STORYTELLING	3.0
MC 245	PRINCIPLES OF AUDIO & VIDEO PRODUCTION	3.0

MC 338	MEDIA & DIVERSE CULTURES	3.0
MC 411	MEDIA LAW AND ETHICS	3.0
MC 493	SEMINAR	3.0
Total Credits		18

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Note: In addition to requirements for the major and general education, students must complete either:

1. Any minor degree program listed in the catalog other than their major; or
2. 18 credit hours outside of the major.

Students may not use the same credits to satisfy requirements for both major and minor degrees, or use credits taken to satisfy general education requirements.

Course	Title	Credits
Year 1		
Fall		
MC 101	Media and Society (GT-SS3)	3
ARC 110	Integrated Studies (Art, Research, Creativity)	3
ARC 174	Fundamentals of Digital Media	3
COMR 103	Speaking and Listening	3
ENG 101	Rhetoric & Writing I (GT-CO1)	3
	Credits	15
Spring		
MC 215	Media Writing & Storytelling	3
COMR 204	Introduction to Rhetoric	3
ENG 102	Rhetoric & Writing II (GT-CO2)	3
MATH 156	Introduction to Statistics (GT-MA1)	3
EPER 162	Personal Health	3
EPER 162L	Personal Health Lab	1
	Credits	16
Year 2		
Fall		
MC 245	Principles of Audio & Video Production	3
ART 100	Visual Dynamics (GT-AH1)	3
MUS 118	Music Appreciation (GT-AH1)	3
HIST 136	The Southwest United States (GT-HI1)	3
PHYS 110	Astronomy (GT-SC2)	3
PHYS 110L	Astronomy Lab (GT-SC1)	1
	Credits	16
Spring		
MC 211	Digital Publishing	3
MC 232	Website Design	3
MC 321	Crisis Communication	3
PSYC 100	General Psychology (GT-SS3)	3
SOC 101	Introduction to Sociology (GT-SS3)	3
	Credits	15

Year 3		
Fall		
MC 317	Advertising Strategies	3
MC 430	Strategic Communications Campaigns	3
ART 274	Digital Art I	3
COMR 312	Persuasion	3
MKTG 340	Principles of Marketing	3
	Credits	15
Spring		
MC 338	Media & Diverse Cultures	3
MC 411	Media Law and Ethics	3
MC 422	Public Relations Strategies	3
ARC 310	Critical Fundamental Skills Review	1
COMR 335	Gender and Communication	3
ENG 376	User Experience Design	3
	Credits	16
Year 4		
Fall		
MC 350	Advanced Media Lab (Variable. Majors required to complete 3 credit hours of MC 350 Advanced Media Lab.)	2
ARC 410	Senior Capstone Presentation	1
ENG 377	Usability and User Experience	3
MKTG 342	Promotional Strategy	3
MKTG 348	Consumer Behavior	3
	Credits	12
Spring		
MC 493	Seminar	3
MC 494	Field Experience	3
COMR 350	Communicating in Professions	3
COMR 493	Seminar	3
MKTG 410	Social Media and E-Marketing	3
	Credits	15
	Total Credits	120

Military Science, Minor
The Army ROTC Program

The focus of this program is to recruit, develop, and commission college-educated men and women to serve as officers in the United States Army. Participants in the program are commissioned as a Second Lieutenants in the Army upon graduation with a bachelor's degree. They will 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 Army and civilian leadership components. All courses of instruction enhance leadership and management qualities as well as improve self-confidence and initiative of each student.

Military Science courses are taken in addition to the required courses for each student's major.

Reserve Officers' Training Corps Program (ROTC) is a four-year program that is divided into two phases: the basic course and the advanced course.

Scholarship Information

The Army ROTC Scholarship Program provides merit-based 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 covers tuition and mandatory fees, $1200 annual book allowance, and provides the student with a monthly, tax-free stipend of $420 per month for up to ten months per year (depending on academic status). For more information pertaining to scholarships and enrollment eligibility, please contact Mr. Don Caughey at (719) 255-3475 or dcaughey@uccs.edu.

Military Science & 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.

Military Science Outcomes

- After completing ROTC, Second Lieutenants will have demonstrated proficiency in six areas: Live Honorably and Build Trust; Develop, Lead, and Inspire; Demonstrate Intellectual, Military, and Physical Competence; Think Critically and Creatively; Make Sound and Timely Decisions; Communicate and Interact Effectively, and Pursue Excellence and Continue to Grow.
- The Student will graduate with a bachelor's degree, commission as a Second Lieutenant into the United States Army, and commit to serving eight years. The eight years will either be four years in the Active Army and four years in the Individual Ready Reserve or six years in the National Guard/Army Reserve and two years in the Individual Ready Reserve.

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 Adaptive Tactical Leadership (3 c.h.)/MSL 302 Leadership in Changing Environmens (3 c.h.)) 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 Leadership in Changing Environmens (3 c.h.) (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.

Specific Program Requirements
Specific Lower Division Requirements
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 physical training is required for successful course completion.

There is no military obligation for participation in the Basic Course unless a student is receiving an Army ROTC Scholarship.

Course	Title	Credits
MSL 101	LEADERSHIP AND PERSONAL DEVELOPMENT	3
MSL 102	INTRODUCTION TO TACTICAL LEADERSHIP	3
MSL 201	INNOVATIVE TEAM LEADERSHP	3
MSL 202	FOUNDATIONS OF TACTICAL LEADERSHIP	3

Specific Upper Division Requirements
The Advanced Course
The Advanced Course (MSL 300/400 level courses) prepares 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 to build on 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 coursework before graduation to participate in the Advanced Course, and they must be in a full-time status (12 credit hours per semester, including ROTC) during each of those semesters.

Entry into the Advanced Course
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 classes (MSL 101 Leadership and Personal Development (3 c.h.), MSL 102 Introduction to Tactical Leadership (3 c.h.), MSL 201 Innovative Team Leadershp (3 c.h.), MSL 202 Foundations of Tactical Leadership (3 c.h.)) 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.

Advanced Camp

Students participating in the Advance Course will be required to attend the MSL 303 Advanced Camp (6 c.h.) which is conducted annually at Fort Knox, Kentucky. This camp is normally attended during the summer between a student's junior and senior year. It is a 29-day event that provides the best possible professional training, development, and assessment for all students participating in ROTC before commissioning. The course mission includes continued military training, but the primary focus is to assess each cadet's leadership development and provide feedback to enable continued growth through the senior year. This course represents the only opportunity in ROTC to gather all qualified students from the 273 colleges and universities across the nation on one "level playing field" for the purpose of making those assessments. Successful completion of Advanced Camp is mandatory for commissioning.

Course	Title	Credits
MSL 301	ADAPTIVE TACTICAL LEADERSHIP	3
MSL 302	LEADERSHIP IN CHANGING ENVIRONMENS	3
MSL 303	ADVANCED CAMP	6
MSL 304	MSL NURSE SUMMER TRAINING PROGRAM For Nursing Students Only	3
MSL 401	DEVELOPING ADAPTIVE LEADERS	3
MSL 402	LEADERSHIP IN A COMPLEX WORLD	3

18 credit hours of upper-division (300+ level) Military Science coursework. All courses must be completed with a grade of C or better. 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 LEADERSHIP AND PERSONAL DEVELOPMENT (3.00 c.h.) - MSL 202 FOUNDATIONS OF TACTICAL LEADERSHIP (3.00 c.h.) courses for prior military service by the Assistant Professor of Military Science. More information about the minor is available through the College of Humanities, Arts and Social Sciences and the Military Science Minor.

Students may take the 1-credit MSL 485: Special Studies in Leadership course as an extra elective option for the minor; however this credit is not included as part of the 30 required credits for the minor. Nursing students are required to complete the 3-credit MSL 304: Military Science and Leadership Army ROTC Nurse Summer Training Program (NSTP) course as part of the MSL minor. With this course requirement, nursing students will earn 33 credits upon completion of the minor.

Specific 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
- 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.

Music Department

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, & 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.

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 Concentration 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 Concentration 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, Minor in Piano Pedagogy (p. 289), and the Minor in Organ Performance Studies are primarily intended as concentration areas of study for students in BA-Music (General or Performance concentration) majors, but are open to students in any major satisfying course prerequisites.

Master of Education/Music Concentration

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.

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.

Academic Programs

Composition/Music Theory, Minor
Specific Program Requirements

Course	Title	Credits
Required Core Courses		
MUS 180	INTRODUCTION TO COMPOSITION (four semesters, 1 hour each: 1-1-1-1)	4
MUS 438	COMPOSITION RECITAL	2
MUS 350	THEORY V - COMPOSITION AND ANALYSIS	2
Select one of the following:		2
MUS 351	COUNTERPOINT	2
MUS 352	19TH CENTURY STYLES	2
MUS 353	20TH CENTURY STYLES	2
Electives		
Select 8 credits from the following:		8
MUS 113	VOCAL TECHNIQUES AND DICTION	1

Course	Title	Credits
MUS 180	INTRODUCTION TO COMPOSITION (additional semesters beyond core)	1-4
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 Credits		18

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.

Jazz Studies, Minor
Specific Program Requirements

Course	Title	Credits
Required Core Courses		
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 (Jazz Composition/Arranging - credits 1-1)	2
MUS 439	Recital: Jazz Studies	2
Ensemble Participation		
Select 6 credits from the following:		6
MUS 208/408	Vocal Jazz Ensemble	0.5,1
MUS 236/436	Guitar Ensemble, Jazz	0.5,1
MUS 254/454	Jazz Ensemble	0.5,1
Total Credits		18

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.

Music & Audio Production, Minor
Specific Program Requirements

Course	Title	Credits
Required Core Courses		**12**
MUS 110	MUSIC AND AUDIO PRODUCTION I	2.00
MUS 285	CULTURAL HISTORY OF POPULAR MUSIC	2.00
MC 101	MEDIA AND SOCIETY	3.0
MC 215	MEDIA WRITING & STORYTELLING	3.0

MUS 310	AUDIO PRODUCTION II: PRO TOOLS	2.00
Electives [1]		**6**
Select a minimum of 6 credits from the following:		
MUS 103	MUSIC AND COMPUTER TECHNOLOGY I [2]	1.00
MUS 203	ELECTRONIC MUSIC [2]	2.00
MUS 303	MUSIC AND COMPUTER TECHNOLOGY II [2]	1.00
MC 245	PRINCIPLES OF AUDIO & VIDEO PRODUCTION	3.0
MC 318	MEDIA REGULATION	3.0
MUS 410	AUDIO PRODUCTION LAB	1.00
MUS 420	FILM SCORING [2]	2.00
Total Credits		18

[1] Coursework must include at least one offering from Media Communication (MC) and one offering from Music (MUS). Courses numbered 300 and above require successful completion of the required core. Additional elective courses may be approved for students in consultation with the Department of Music.

[2] This course requires knowledge of basic music notation, harmony, and performance.

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.

Music, Minor
Specific Program Requirements

Course	Title	Credits
Required Core Courses		
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 Credits		22

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.

Music: General Concentration, Bachelor of Arts
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.

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 concentration 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.

Specific Program Requirements

General Education: 35

NOTE: must also complete the World Language Requirement. Because of the unique use of world languages in musical contexts (vocal repertoire in particular), students earning the Bachelor of Arts degree in Music may, in consultation with their advisor, complete the BA degree World Language Requirement with two 101-level World Language courses, chosen from Italian, German, French and Spanish.

NOTE: must include MUS 118 MUSIC APPRECIATION (3.00 c.h.). In addition, all students must participate in appropriate Primary and Secondary ensembles as assigned each semester, except when Student Teaching.

Specific Core Requirements

Course	Title	Credits
MUS Courses		
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 (6 semesters)	0
MUS xxx	Primary Ensemble (6 semesters, 2 upper division) [1]	6
MUS xxx	Secondary Ensemble (2 semesters, 1 upper division) (**Note**: Music Ed concentration exempt from this credit requirement) [2]	2
MUS xxx	Major Applied Lesson (6 semesters, 2 upper division) (Music Ed concentration completes 5 Semesters and Junior Lecture Recital)	12
MUS 127	FUNCTIONAL PIANO I: BEGINNING (May be repeated; may be waived for Music Education majors)	1
MUS 229	PIANO PROFICIENCY COMPLETION	1
MUS 103	MUSIC AND COMPUTER TECHNOLOGY I	1
MUS 303 or MUS 306	MUSIC AND COMPUTER TECHNOLOGY II [3] TECHNOLOGY FOR MUSIC EDUCATORS	1
MUS 357	ORCHESTRATION AND ARRANGING	2
MUS 358	BASIC CONDUCTING	2
Free Electives		22
Electives		
Total Credits		76

[1]   **Primary Ensembles:** (All courses MUS) - See chart below.

[2]   **Secondary Ensembles:** (All courses MUS) - See chart below.

[3]   **Note:** Music Education majors must take MUS 306 TECHNOLOGY FOR MUSIC EDUCATORS (2.00 c.h.).

Note: MUS 306 TECHNOLOGY FOR MUSIC EDUCATORS (2.00 c.h.) 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 (2.00 c.h.) OR MUS 347 PIANO PEDAGOGY (2.00 c.h.)

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 (1.00 c.h.) 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.

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.

Primary Ensembles: (All courses MUS)

Course	Title	Credits
Fr/Soph		
MUS 209	CHAMBER CHOIR	0.5
MUS 212	WIND ENSEMBLE	0.5
MUS 232	GUITAR ENSEMBLE, CLASSICAL	0.5
MUS 236	GUITAR ENSEMBLE, JAZZ	0.5
MUS 242	PIANO ENSEMBLE	0.5
MUS 244	ORCHESTRA	0.5
Jr/Sr		
MUS 409	CHAMBER CHOIR	0.5
MUS 412	WIND ENSEMBLE	0.5
MUS 432	GUITAR ENSEMBLE, CLASSICAL	0.5
MUS 436	GUITAR ENSEMBLE, JAZZ	0.5
MUS 442	PIANO ENSEMBLE	0.5
MUS 444	ORCHESTRA	0.5

Secondary Ensembles: (All courses MUS)

Course	Title	Credits
Fr/Soph		
MUS 202	CONCERT CHOIR	0.5
MUS 204	COLLABORATIVE MUSIC ENSEMBLE	0.5
MUS 208	VOCAL JAZZ ENSEMBLE	0.5
MUS 214	BRASS ENSEMBLE	0.5
MUS 221	CHAMBER ENSEMBLE	0.5
MUS 224	PERCUSSION ENSEMBLE	0.5
MUS 231	PEP BAND	0.5
MUS 234	WOODWIND ENSEMBLE	0.5
MUS 230	MARCHING BAND	0.5
MUS 254	JAZZ ENSEMBLE	0.5
Jr/Sr		
MUS 402	CONCERT CHOIR	0.5
MUS 404	COLLABORATIVE MUSIC ENSEMBLE	0.5
MUS 408	VOCAL JAZZ ENSEMBLE	0.5
MUS 414	BRASS ENSEMBLE	0.5
MUS 421	CHAMBER ENSEMBLE	0.5
MUS 424	PERCUSSION ENSEMBLE	0.5
MUS 431	PEP BAND	0.5
MUS 434	WOODWIND ENSEMBLE	0.5
MUS 430	MARCHING BAND	0.5
MUS 454	JAZZ ENSEMBLE	0.5

NOTE: Ensembles are determined by the student's declared performance area. See advisor if further information is required.

School of Creativity + Practice

The School of Creativity + Practice at Colorado State University Pueblo exists to enrich the lives of our students and the community through exposure to creative industries across multiple disciplines in an environment of integrated studies.

World class training in specialized areas of study empowers our students to move beyond the classroom and studio toward professional exhibitions, performances and presentations. Developing students into a community of highly skilled creative professionals is our mission, our vision and our passion.

INTEGRATED STUDIES

ART, RESEARCH and CREATIVITY (ARC) courses are immersive, team taught, integrated and trans-formative learning experiences that target elements in multiple areas of study. The School of Creativity + Practice, has designed these courses to establish a foundation from which to grow. Students will be exposed to a variety of concepts, ideas and frameworks that are fundamental to careers in creative industries.

ARC 110 introduces all SoCaP students to the concepts of Integrated Studies. It has been designed to build literacy across disciplines using sound principles; developing students toward a meaningful and significant discovery of their own creative voice.

THE AGENCY

School of Creativity and Practice: The Agency is an organization of faculty mentored students from multiple disciplines engaged in creative industry practice working directly with the community, non-profits, small business and civic groups.

All Music, Bachelor of Arts: General concentration majors are required to complete an 8 credit hour integrated studies set of curriculum.

Art, Research and Creativity (ARC)

Course	Title	Credits
ARC 110	INTEGRATED STUDIES	3
ARC 174	FUNDAMENTALS OF DIGITAL MEDIA	3
ARC 310	CRITICAL FUNDAMENTAL SKILLS REVIEW	1
ARC 410	SENIOR CAPSTONE PRESENTATION	1
Total Credits		8

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Note: In addition to requirements for the major and general education, students must complete either:

1. Any minor degree program listed in the catalog other than their major; or
2. 18 credit hours outside of the major.

Students may not use the same credits to satisfy requirements for both major and minor degrees, or use credits taken to satisfy general education requirements.

Course	Title	Credits
Year 1		
Fall		
ART 110	Art Career Orientation	3
ART 274	Digital Art I	3
ENG 101	Rhetoric & Writing I (GT-CO1)	3
MUS 101	Music Performance Symposium I	0
MUS 127	Functional Piano I: Beginning	1
MUS 150	Music Theory I	3
Elective 1 credit must be Music Primary Ensemble. 2 credits must be Music Applied Lesson.		3
	Credits	16
Spring		
ENG 102	Rhetoric & Writing II (GT-CO2)	3
MUS 101	Music Performance Symposium I	0
MUS 118	Music Appreciation (GT-AH1)	3
MUS 151	Aural Skills I	2
MUS 210	Music Theory II	3
General Education		3
Elective 1 credit must be Music Primary Ensemble. 1 credit must be Music Secondary Ensemble 2 credits must be Music Applied Lesson.		3-4
	Credits	17-18
Year 2		
Fall		
MUS 103	Music and Computer Technology I	1
MUS 201	Music Performance Symposium II	0
MUS 211	Aural Skills II	2
MUS 250	Music Theory III	3
General Education		6
Elective 1 credit must be Music Primary Ensemble. 2 credits must be Music Applied Lesson.		4
	Credits	16
Spring		
ARC 310: Critical Fundamental Skills Review		1
MUS 201	Music Performance Symposium II	0
MUS 229	Piano Proficiency Completion	1
MUS 251	Aural Skills III	2
MUS 280	Music Theory IV	3
MUS 303	Music and Computer Technology II	1
General Education		3
Elective Must be Music Applied Lesson and Primary Ensemble.		3
	Credits	14
Year 3		
Fall		
MUS 281	Aural Skills IV	2
MUS 301	Music Performance Symposium III	1
MUS 305	Music History I	3
MUS 358	Basic Conducting	2
General Education		3
Elective 3 credits must be upper division; 1 credit must be Music Primary Ensemble and 2 credits must be Music Applied Lesson.		5
	Credits	16
Spring		
MUS 301	Music Performance Symposium III	1
MUS 355	Music History II	3
MUS 357	Orchestration and Arranging	2
General Education		3
Elective 4 credits must be upper division; 1 credit must be Music Primary Ensemble, 1 credit must be Music Secondary Ensemble, and 2 credits must be Music Applied Lesson.		7
	Credits	16
Year 4		
Fall		
General Education		4
Elective 1 credit must be upper division and Music Primary Ensemble.		9
	Credits	13
Spring		
ARC 410: Capstone		1
General Education		4
Elective		9
	Credits	14
	Total Credits	122-123

Music: Music Education Concentration, Bachelor of Arts

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 concentration* 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 concentration* 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 concentration 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.

Specific Program Requirements

Music Core (Music Ed): 50-51
(Must include MUS 306 TECHNOLOGY FOR MUSIC EDUCATORS (2.00 c.h.) taken in core)

General Education: 35

- Humanities requirements must include MUS 118 MUSIC APPRECIATION (3.00 c.h.) and COMR 103 SPEAKING AND LISTENING (3.00 c.h.).
- Social Science requirements must include either PSYC 151 HUMAN DEVELOPMENT (3.0 c.h.) or PSYC 251 CHILDHOOD AND ADOLESCENCE (3.0 c.h.).

NOTE: The World Language requirement must also be satisfied. It is recommended to take WL 100 INTRO TO COMPARATIVE LINGUISTICS (3.00 c.h.) as a Humanities and then take ANTH 106 LANGUAGE, THOUGHT AND CULTURE (3.0 c.h.)/ENG 106 LANGUAGE, THOUGHT AND CULTURE (3.0 c.h.) as a Social Science to satisfy this requirement.

Course	Title	Credits
Music Core Requirements		
Music Core		50-51
General Education Requirements		
General Education		35
Music Education Concentration Requirements		
MUS x01	Music Performance Symposium (1 semester)	0
MUS 345	JUNIOR LECTURE RECITAL [1]	1
MUS 359	ADVANCED CONDUCTING [1]	2
MUS 113	VOCAL TECHNIQUES AND DICTION [1]	1
MUS 223	PERCUSSION TECHNIQUES [1]	1
MUS 233	WOODWIND TECHNIQUES [1]	1
MUS 243	STRING TECHNIQUES [1]	1
MUS 253	BRASS TECHNIQUES [1]	1
MUS 340	GENERAL MUSIC METHODS [1]	2
MUS 440	CHORAL MUSIC METHODS [1]	2
MUS 441	INSTRUMENTAL MUSIC METHODS [1]	2
Education Requirements		
ED 202	FOUNDATIONS OF EDUCATION [2]	3
ED 301	FRAMEWORKS OF TEACHING [2]	4
RDG 435	CONTENT AREA LITERACY [1]	4
ED 412	TEACHING DIVERSE LEARNERS [1]	3
ED 485	CAPSTONE SEMINAR IN EDUCATION	1
ED 489	STUDENT TEACHING K-12	12
Total Credits		126-127

General Education: 35

NOTE: must also complete the World Language Requirement. Because of the unique use of world languages in musical contexts (vocal repertoire in particular), students earning the Bachelor of Arts degree in Music may, in consultation with their advisor, complete the BA degree World Language Requirement with two 101-level World Language courses, chosen from Italian, German, French and Spanish.

NOTE: must include MUS 118 MUSIC APPRECIATION (3.00 c.h.). In addition, all students must participate in appropriate Primary and Secondary ensembles as assigned each semester, except when Student Teaching.

Specific Core Requirements

Course	Title	Credits
MUS Courses		
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 (6 semesters)	0
MUS xxx	Primary Ensemble (6 semesters, 2 upper division) [1]	6
MUS xxx	Secondary Ensemble (2 semesters, 1 upper division) (**Note**: Music Ed concentration exempt from this credit requirement) [2]	2
MUS xxx	Major Applied Lesson (6 semesters, 2 upper division) (Music Ed concentration completes 5 Semesters and Junior Lecture Recital)	12
MUS 127	FUNCTIONAL PIANO I: BEGINNING (May be repeated; may be waived for Music Education majors)	1
MUS 229	PIANO PROFICIENCY COMPLETION	1
MUS 103	MUSIC AND COMPUTER TECHNOLOGY I	1
MUS 303	MUSIC AND COMPUTER TECHNOLOGY II [3]	1
or MUS 306	TECHNOLOGY FOR MUSIC EDUCATORS	
MUS 357	ORCHESTRATION AND ARRANGING	2
MUS 358	BASIC CONDUCTING	2
Electives		
Free Electives		30-31
Total Credits		84-85

[1] **Primary Ensembles:** (All courses MUS) - See chart below.

[2] **Secondary Ensembles:** (All courses MUS) - See chart below.

[3] **Note:** Music Education majors must Take MUS 306 TECHNOLOGY FOR MUSIC EDUCATORS (2.00 c.h.).

Note: MUS 306 TECHNOLOGY FOR MUSIC EDUCATORS (2.00 c.h.) 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 (2.00 c.h.) OR MUS 347 PIANO PEDAGOGY (2.00 c.h.)

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 (1.00 c.h.) 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.

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 K-12 Education majors are to pursue a breadth of ensemble experiences, including Marching Band as this is an area all Music K-12 Education graduates are certified to teach. Music K-12 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 K-12 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 K-12 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 K-12 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.

Primary Ensembles: (All courses MUS)

Course	Title	Credits
Fr/Soph		
MUS 209	CHAMBER CHOIR	0.5
MUS 212	WIND ENSEMBLE	0.5
MUS 232	GUITAR ENSEMBLE, CLASSICAL	0.5
MUS 236	GUITAR ENSEMBLE, JAZZ	0.5
MUS 242	PIANO ENSEMBLE	0.5
MUS 244	ORCHESTRA	0.5
Jr/Sr		
MUS 409	CHAMBER CHOIR	0.5
MUS 412	WIND ENSEMBLE	0.5
MUS 432	GUITAR ENSEMBLE, CLASSICAL	0.5
MUS 436	GUITAR ENSEMBLE, JAZZ	0.5
MUS 442	PIANO ENSEMBLE	0.5
MUS 444	ORCHESTRA	0.5

Secondary Ensembles: (All courses MUS)

Course	Title	Credits
Fr/Soph		
MUS 202	CONCERT CHOIR	0.5
MUS 204	COLLABORATIVE MUSIC ENSEMBLE	0.5
MUS 208	VOCAL JAZZ ENSEMBLE	0.5
MUS 214	BRASS ENSEMBLE	0.5
MUS 221	CHAMBER ENSEMBLE	0.5
MUS 224	PERCUSSION ENSEMBLE	0.5
MUS 231	PEP BAND	0.5
MUS 234	WOODWIND ENSEMBLE	0.5
MUS 230	MARCHING BAND	0.5
MUS 254	JAZZ ENSEMBLE	0.5
Jr/Sr		
MUS 402	CONCERT CHOIR	0.5
MUS 404	COLLABORATIVE MUSIC ENSEMBLE	0.5
MUS 408	VOCAL JAZZ ENSEMBLE	0.5
MUS 414	BRASS ENSEMBLE	0.5
MUS 421	CHAMBER ENSEMBLE	0.5
MUS 424	PERCUSSION ENSEMBLE	0.5
MUS 431	PEP BAND	0.5
MUS 434	WOODWIND ENSEMBLE	0.5
MUS 430	MARCHING BAND	0.5
MUS 454	JAZZ ENSEMBLE	0.5

NOTE: Ensembles are determined by the student's declared performance area. See advisor if further information is required.

[1] For courses designated, equivalent graduate-level courses toward the Master of Education-Music concentration degree are offered in pursuit of initial teachers' certification. ED 489 STUDENT TEACHING K-12 (6.00 c.h.) may be taken for 6 hours with co-registration in MUS 594 FIELD EXPERIENCE (6.00 c.h.) for 6 hours.

[2] The Bachelor of Arts in Music Core Courses and ED 202 FOUNDATIONS OF EDUCATION (c.h.) and ED 301 FRAMEWORKS OF TEACHING (4.00 c.h.) 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).

Students completing a major in Music with an concentration in K-12 Education are required to complete a minor in education and meet all other requirements outlined by the Teacher Education Program.

There are additional licensure requirements; consult the Teacher Education Program for details.

Elective Performance Certificate within the Music K-12 Education Concentration

The Department of Music awards the *Performance Certificate within the Music K-12 Education concentration* 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 K-12 Education concentration degree.

Specific Requirements

Course	Title	Credits
Select at least 2 additional hours of applied music at the Junior or Senior level		2
Completion of Senior Recital		2
Total Credits		4

The University does not transcript certificates, so records of the *Performance Certificate within the Music K-12 Education concentration* and the issuance of the certificate are administered by the Music Department.

Specific Requirements for Secondary & K-12 Education/Minor

The student must complete an appropriate major and the following Education courses:

Course	Title	Credits
Select one of the following:		
PSYC 151	HUMAN DEVELOPMENT [1]	3
or PSYC 251	CHILDHOOD AND ADOLESCENCE	
or PSYC 342	EDUCATIONAL PSYCHOLOGY	
ED 202	FOUNDATIONS OF EDUCATION	3
ED 280	EDUCATIONAL MEDIA AND TECHNOLOGY [2]	3
ED 301	FRAMEWORKS OF TEACHING (Admission to Education is completed in this course)	4
RDG 435	CONTENT AREA LITERACY [3, 5]	4
Special Methods in Education Areas (Prerequisites - Admission to Education) [5, 6]		4
ED 412	TEACHING DIVERSE LEARNERS [4, 5]	3
ED 485	CAPSTONE SEMINAR IN EDUCATION	1
ED 488	STUDENT TEACHING SECONDARY	12
or ED 489	STUDENT TEACHING K-12	
Total Credits [3]		37-40

[1] Music students may take PSYC 151 HUMAN DEVELOPMENT (3.0 c.h.) or PSYC 251 CHILDHOOD AND ADOLESCENCE (3.0 c.h.).

[2] Music Education students may complete MUS 103 MUSIC AND COMPUTER TECHNOLOGY I (1.00 c.h.) and MUS 306 TECHNOLOGY FOR MUSIC EDUCATORS (2.00 c.h.) for ED 280 EDUCATIONAL MEDIA AND TECHNOLOGY (3.00 c.h.).

[3] English/Language Arts student must also complete RDG 355 LINGUISTICS FOR EDUCATORS (3.0 c.h.)

[4] Physical Education students may complete EPER 465 ADAPTED PHYSICAL EDUCATION (3.0 c.h.) or ED 412 TEACHING DIVERSE LEARNERS (3.00 c.h.).

[5] GPA of 2.6 required

[6] English/Language Arts student must also complete ED 447 TEACHING ENGLISH IN SECONDARY SCHOOLS (4.00 c.h.)

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Note: COMR 103 is required for admission to the Teacher Education Program. PSYCH 151 or 251 will satisfy the specific requirement for the Secondary K-12 Teaching Endorsement and General Education Social Science. WL 100 will satisfy the World Language requirement and General Education Social Science.

*Teacher Education Program required field hours in K-12 schools.

Course	Title	Credits
Year 1		
Fall		
ENG 101	Rhetoric & Writing I (GT-CO1)	3
MUS 101	Music Performance Symposium I	0
MUS 103	Music and Computer Technology I	1
MUS 113	Vocal Techniques and Diction	1
MUS 118	Music Appreciation (GT-AH1)	3
MUS 127	Functional Piano I: Beginning	1
MUS 150	Music Theory I	3
Elective	2 credits must be Music Applied Lesson. 1 credit must be Music Primary Ensemble.	3
	Credits	15
Spring		
ENG 102	Rhetoric & Writing II (GT-CO2)	3
MATH 109	Mathematical Explorations (GT-MA1)	3
MUS 101	Music Performance Symposium I	0
MUS 151	Aural Skills I	2
MUS 210	Music Theory II	3
MUS 233	Woodwind Techniques	1
MUS 243	String Techniques	1
Elective	2 credits must be Music Applied Lesson. 1 credits must be Music Primary Ensemble.	3
	Credits	16
Year 2		
Fall		
ED 202	Foundations of Education	3
MUS 201	Music Performance Symposium II	0
MUS 211	Aural Skills II	2
MUS 250	Music Theory III	3
MUS 253	Brass Techniques	1
MUS 223	Percussion Techniques	1
General Education		4
Elective	2 credits must be Music Applied Lesson. 1 credits must be Music Primary Ensemble.	3
	Credits	17
Spring		
COMR 103	Speaking and Listening	3
ED 301	Frameworks of Teaching	4
MUS 201	Music Performance Symposium II	0
MUS 229	Piano Proficiency Completion	1
MUS 251	Aural Skills III	2
MUS 280	Music Theory IV	3
General Education		3
Elective	2 credits must be Music Applied Lesson. 1 credits must be Music Primary Ensemble.	3
	Credits	19
Year 3		
Fall		
ENG/ANTH 106	Language, Thought and Culture	3
MUS 281	Aural Skills IV	2
MUS 301	Music Performance Symposium III	0
MUS 305	Music History I	3
MUS 358	Basic Conducting	2
RDG 435	Content Area Literacy	4
Elective	2 credits must be Music Applied Lesson. 1 credits must be Music Primary Ensemble.	3
	Credits	17
Spring		
MUS 301	Music Performance Symposium III	0
MUS 345	Junior Lecture Recital	1
MUS 355	Music History II	3
MUS 357	Orchestration and Arranging	2
MUS 359	Advanced Conducting	2
MUS 440	Choral Music Methods	2
MUS 441	Instrumental Music Methods	2

PSYC 151	Human Development (GT-SS3)	3
Elective Must be Music Primary Ensemble.		1
	Credits	16
Year 4		
Fall		
MUS 401	Music Performance Symposium IV	0
ED 412	Teaching Diverse Learners	3
MUS 306	Technology for Music Educators	2
MUS 340	General Music Methods	2
General Education		7
	Credits	14
Spring		
ED 485	Capstone Seminar in Education	1
ED 489	Student Teaching K-12	12
	Credits	13
	Total Credits	127

Music: Music Performance Concentration, Bachelor of Arts

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 concentration* 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.

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 concentration 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.

Specific Program Requirements

General Education: 35

NOTE: must also complete the World Language Requirement. Because of the unique use of world languages in musical contexts (vocal repertoire in particular), students earning the Bachelor of Arts degree in Music may, in consultation with their advisor, complete the BA degree World Language Requirement with two 101-level World Language courses, chosen from Italian, German, French and Spanish.

NOTE: must include MUS 118 MUSIC APPRECIATION (3.00 c.h.). In addition, all students must participate in appropriate Primary and Secondary ensembles as assigned each semester, except when Student Teaching.

Course	Title	Credits
Music Core Requirements		
Music Core		54
General Education Requirements		
General Education [1]		35
Music Performance Concentration Requirements		
MUS 350	THEORY V - COMPOSITION AND ANALYSIS	2
MUS x01	Music Performance Symposium (2 semesters)	0
MUS 349	JUNIOR RECITAL	2
MUS 470-489	Senior Recital	2
MUS xxx	Primary Ensemble (2 semesters, upper division)	2
MUS 359	ADVANCED CONDUCTING	2
Note: Vocal students must also complete the following:		
MUS 323	DICTION FOR SINGERS	2
Note: Piano students must also complete the following:		
MUS 346	PIANO LITERATURE [2]	2
MUS 347	PIANO PEDAGOGY	2
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 PED II: ADV SIGHT READING	2
Electives		

Electives		13
Total Credits		126

[1]　NOTE: must also complete second semester level of a World Language.

[2]　Substitute for 2 credits of Functional Piano, MUS 127 FUNCTIONAL PIANO I: BEGINNING (1.00 c.h.) and MUS 227 FUNC. PIANO II: INT/PROFICIENCY (1.00 c.h.).

Specific Core Requirements

Course	Title	Credits
MUS Courses		
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 (6 semesters)	0
MUS xxx	Primary Ensemble (6 semesters, 2 upper division) [1]	6
MUS xxx	Secondary Ensemble (2 semesters, 1 upper division) (**Note**: Music Ed concentration exempt from this credit requirement) [2]	2
MUS xxx	Major Applied Lesson (6 semesters, 2 upper division) (Music Ed concentration completes 5 Semesters and Junior Lecture Recital)	12
MUS 127	FUNCTIONAL PIANO I: BEGINNING (May be repeated; may be waived for Music Education majors)	1
MUS 229	PIANO PROFICIENCY COMPLETION	1
MUS 103	MUSIC AND COMPUTER TECHNOLOGY I	1
MUS 303 or MUS 306	MUSIC AND COMPUTER TECHNOLOGY II [3] TECHNOLOGY FOR MUSIC EDUCATORS	1
MUS 357	ORCHESTRATION AND ARRANGING	2
MUS 358	BASIC CONDUCTING	2
Electives		
Free Electives		13
Total Credits		67

[1]　**Primary Ensembles:** (All courses MUS) - See chart below.

[2]　**Secondary Ensembles:** (All courses MUS) - See chart below.

[3]　**Note:** Music Education majors must take MUS 306 TECHNOLOGY FOR MUSIC EDUCATORS (2.00 c.h.).

Note: MUS 306 TECHNOLOGY FOR MUSIC EDUCATORS (2.00 c.h.) 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 (2.00 c.h.) OR MUS 347 PIANO PEDAGOGY (2.00 c.h.)

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 (1.00 c.h.) 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.

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.

Primary Ensembles: (All courses MUS)

Course	Title	Credits
Fr/Soph		
MUS 209	CHAMBER CHOIR	0.5
MUS 212	WIND ENSEMBLE	0.5
MUS 232	GUITAR ENSEMBLE, CLASSICAL	0.5
MUS 236	GUITAR ENSEMBLE, JAZZ	0.5
MUS 242	PIANO ENSEMBLE	0.5
MUS 244	ORCHESTRA	0.5
Jr/Sr		
MUS 409	CHAMBER CHOIR	0.5
MUS 412	WIND ENSEMBLE	0.5
MUS 432	GUITAR ENSEMBLE, CLASSICAL	0.5
MUS 436	GUITAR ENSEMBLE, JAZZ	0.5
MUS 442	PIANO ENSEMBLE	0.5
MUS 444	ORCHESTRA	0.5

Secondary Ensembles: (All courses MUS)

Course	Title	Credits
Fr/Soph		
MUS 202	CONCERT CHOIR	0.5
MUS 204	COLLABORATIVE MUSIC ENSEMBLE	0.5
MUS 208	VOCAL JAZZ ENSEMBLE	0.5
MUS 214	BRASS ENSEMBLE	0.5
MUS 221	CHAMBER ENSEMBLE	0.5
MUS 224	PERCUSSION ENSEMBLE	0.5
MUS 231	PEP BAND	0.5
MUS 234	WOODWIND ENSEMBLE	0.5
MUS 230	MARCHING BAND	0.5
MUS 254	JAZZ ENSEMBLE	0.5
Jr/Sr		
MUS 402	CONCERT CHOIR	0.5
MUS 404	COLLABORATIVE MUSIC ENSEMBLE	0.5
MUS 408	VOCAL JAZZ ENSEMBLE	0.5
MUS 414	BRASS ENSEMBLE	0.5
MUS 421	CHAMBER ENSEMBLE	0.5
MUS 424	PERCUSSION ENSEMBLE	0.5
MUS 431	PEP BAND	0.5
MUS 434	WOODWIND ENSEMBLE	0.5
MUS 430	MARCHING BAND	0.5
MUS 454	JAZZ ENSEMBLE	0.5

NOTE: Ensembles are determined by the student's declared performance area. See advisor if further information is required.

School of Creativity + Practice

The School of Creativity + Practice at Colorado State University Pueblo exists to enrich the lives of our students and the community through exposure to creative industries across multiple disciplines in an environment of integrated studies.

World class training in specialized areas of study empowers our students to move beyond the classroom and studio toward professional exhibitions, performances and presentations. Developing students into a community of highly skilled creative professionals is our mission, our vision and our passion.

INTEGRATED STUDIES

ART, RESEARCH and CREATIVITY (ARC) courses are immersive, team taught, integrated and trans-formative learning experiences that target elements in multiple areas of study. The School of Creativity + Practice, has designed these courses to establish a foundation from which to grow. Students will be exposed to a variety of concepts, ideas and frameworks that are fundamental to careers in creative industries.

ARC 110 introduces all SoCaP students to the concepts of Integrated Studies. It has been designed to build literacy across disciplines using sound principles; developing students toward a meaningful and significant discovery of their own creative voice.

THE AGENCY

School of Creativity and Practice: The Agency is an organization of faculty mentored students from multiple disciplines engaged in creative

industry practice working directly with the community, non-profits, small business and civic groups.

All Music, Bachelor of Arts: Music Performance concentration majors are required to complete an 8 credit hour integrated studies set of curriculum.

Art, Research, & Creativity (ARC)

Course	Title	Credits
ARC 110	INTEGRATED STUDIES	3
ARC 174	FUNDAMENTALS OF DIGITAL MEDIA	3
ARC 310	CRITICAL FUNDAMENTAL SKILLS REVIEW	1
ARC 410	SENIOR CAPSTONE PRESENTATION	1
Total Credits		8

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Note: In addition to requirements for the major and general education, students must complete:

1. Any minor degree program listed in the catalog other than their major; or
2. 18 hours of credit outside of their major.

Students may not use credits taken for general education, the major, and the minor degrees to satisfy the 18 required hours.

Course	Title	Credits
Year 1		
Fall		
ART 110	Art Career Orientation	3
ART 274	Digital Art I	3
ENG 101	Rhetoric & Writing I (GT-CO1)	3
MUS 101	Music Performance Symposium I	0
MUS 127	Functional Piano I: Beginning	1
MUS 150	Music Theory I	3
Elective 2 credits must be Music Applied Lesson. 1 credits must be Music Primary Ensemble. Music Vocal Techniques recommended.		3
	Credits	16
Spring		
ENG 102	Rhetoric & Writing II (GT-CO2)	3
MUS 101	Music Performance Symposium I	0
MUS 118	Music Appreciation (GT-AH1)	3
MUS 151	Aural Skills I	2
MUS 210	Music Theory II	3
General Education		3
Elective 2 credits must be Music Applied Lesson. 1 credit must be Music Primary Ensemble.		3
	Credits	17
Year 2		
Fall		
MUS 103	Music and Computer Technology I	1
MUS 201	Music Performance Symposium II	0
MUS 211	Aural Skills II	2
MUS 250	Music Theory III	3
General Education 3 credits must be World Language course.		6
Elective 2 credits must be Music Applied Lesson. 1 credit must be Music Primary Ensemble. 1 credit must be Music Secondary Ensemble. Vocal Technique and Dictation recommended.		5
	Credits	17
Spring		
ARC 310: Critical Fundamental Skills Review This course will not be available for registration until Fall 2021.		1
MUS 201	Music Performance Symposium II	0
MUS 229	Piano Proficiency Completion	1
MUS 251	Aural Skills III	2
MUS 280	Music Theory IV	3
MUS 303	Music and Computer Technology II	1
General Education Must be World Language course.		3
Elective 2 credits must be Music Applied Lesson. 1 credit must be Music Primary Ensemble.		3
	Credits	14
Year 3		
Fall		
MUS 281	Aural Skills IV	2
MUS 301	Music Performance Symposium III	0
MUS 305	Music History I	3
MUS 350	Theory V - Composition and Analysis	2
MUS 358	Basic Conducting	2
General Education		3
Elective 2 credits must be upper division Music Applied Lesson. 1 credits must be upper division Music Primary Ensemble.		3
	Credits	15
Spring		
MUS 301	Music Performance Symposium III	0
MUS 349	Junior Recital	2
MUS 355	Music History II	3
MUS 357	Orchestration and Arranging	2
MUS 359	Advanced Conducting	2
General Education		4
Elective 1 credit must be upper division Music Primary Ensemble.		1
	Credits	14
Year 4		
Fall		
MUS 401	Music Performance Symposium IV	0
General Education		7
Elective 2 credits must be upper division Music Applied Lesson. 1 credits must be upper division Music Primary Ensemble. 1 credit must be upper division Music Secondary Ensemble.		8
	Credits	15
Spring		
ARC 410: Capstone This course will not be available for registration until Fall 2021.		1
MUS 401	Music Performance Symposium IV	1
MUS 470-489: Senior Recital		2
Elective 1 credit must be upper division Primary Ensemble.		9
	Credits	13
	Total Credits	121

Organ Performance Studies, Minor
Specific Program Requirements

Course	Title	Credits
Required Core Courses		
MUS 277	APPLIED ORGAN, MAJOR (four semesters: 2-2-2-2)	8
MUS 169	APPLIED VOICE, NON-MAJOR (two semesters: 1-1)	2
MUS 113	VOCAL TECHNIQUES AND DICTION	1
MUS 498	INTERNSHIP (three semesters: 1-1-1) [1]	3
Ensemble Participation		

Course	Title	Credits
MUS 204/404	COLLABORATIVE MUSIC ENSEMBLE (four semesters: 1-1-1-1)	4
Total Credits		18

[1] 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).

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.

Piano Pedagogy, Minor
Specific Program Requirements

Course	Title	Credits
Required Core Courses		
MUS 346	PIANO LITERATURE	2
MUS 347	PIANO PEDAGOGY	2
MUS 426	ADVANCED PIANO PEDAGOGY	2
ED 210	HUMAN GROWTH AND DEVELOPMENT FOR EDUCATORS	3
or PSYC 151	HUMAN DEVELOPMENT	
MGMT 414	ENTREPRENEURSHIP [1]	3
MUS 427	PIANO PEDAGOGY PRACTICUM (2-2-2)	6
Total Credits		18

[1] Prerequisite of MKTG 340

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.

Non Profit Administration
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 providing students with an educational experience that strengthens their problem-solving abilities and prepares them to navigate work in a rapidly changing world.

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.

Academic Programs
- Non Profit Administration, Minor (p. 289)

Non Profit Administration, Minor

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 providing students with an educational experience that strengthens their problem-solving abilities and prepares them to navigate work in a rapidly changing world.

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 Program Requirements

Course	Title	Credits
Core Courses		
MC 215	MEDIA WRITING & STORYTELLING	3.0
SW 205	SOCIAL WELFARE IN THE UNITED STATES	3.00
POLS 330	INTRODUCTION TO PUBLIC ADMIN.	3.0
or POLS 340	PUBLIC POLICY	
PSYC 315	INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY	3.0
or SOC 432	ORGANIZATION THEORY	
NPA 494	FIELD EXPERIENCE	3.00
Total Core Credits		15
Elective Courses		

9 credits of electives are required

COMR 350	COMMUNICATING IN PROFESSIONS	3.00
ECE 350	PROGRAMS FOR ECE	3.00
ECON 202	PRINCIPLES OF MICROECONOMICS	3.00
ED 202	FOUNDATIONS OF EDUCATION	
ENG 305	TECHNICAL AND SCIENTIFIC REPORT WRITING	3.00
MC 211	DIGITAL PUBLISHING	3
MC 321	CRISIS COMMUNICATION	3.0
MC 370	NON-PROFIT ORGANIZATIONS AND COMMUNICATION	3.0
MC 422	PUBLIC RELATIONS STRATEGIES	3.0
MC 430	STRATEGIC COMMUNICATION CAMPAIGNS	3.0
POLS 330 or POLS 340	INTRODUCTION TO PUBLIC ADMIN. PUBLIC POLICY	3.0

Students may not take the same course to count in both core and electives.

SW 350	SOCIAL WELFARE POLICY	3.00
Total Credits		24

Psychology Department

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.

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.

Academic Programs

- Psychology, Bachelor of Arts (p. 290)
- Psychology, Bachelor of Science (p. 292)
- Psychology, Minor (p. 294)

Psychology, Bachelor of Arts

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.

Outcome Assessment Activities

- The presentation of an empirically-based research project immediately following PSYC 209 Quantitative Research II (3 c.h.)/PSYC 209L Quantitative Research Methods Lab II (1 c.h.). 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.

Specific Program Requirements

A total of 42 hours in psychology is required for the major. Psychology majors should consult a faculty advisor who will assist in selecting psychology courses to complete the major.

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 INTRO TO COMPARATIVE LINGUISTICS (3.00 c.h.) and ANTH 106 LANGUAGE, THOUGHT AND CULTURE (3.0 c.h.)/ENG 106 LANGUAGE, THOUGHT AND CULTURE (3.0 c.h.), or completion of the first and second level of American Sign Language.

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: PSYC 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 PSYC 207 QUANTITATIVE RESEARCH METHODS I (3.0 c.h.) & PSYC 209 QUANTITATIVE RESEARCH II (3.0 c.h.). Successful completion of PSYC 207 QUANTITATIVE RESEARCH METHODS I (3.0 c.h.) is the prerequisite for PSYC 209 QUANTITATIVE RESEARCH II (3.0 c.h.). PSYC 401 HISTORY AND SYSTEMS OF PSYCHOLOGY (3.0 c.h.) 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 PSYC 491 SPECIAL TOPICS (1-3 c.h.) an unlimited number of times; however, only six credits may count toward the psychology major.

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.

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.

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;
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.

Specific Core Requirements

Course	Title	Credits
Basic Core Requirements		
PSYC 100	GENERAL PSYCHOLOGY	3.0
PSYC 103	INTRODUCTORY PSYCHOLOGY FOR MAJORS	3.0
PSYC 207 & 207L	QUANTITATIVE RESEARCH METHODS I and QUANTITATIVE RESEARCH METHODS LAB I	4.0
PSYC 209 & 209L	QUANTITATIVE RESEARCH II and QUANTITATIVE RESEARCH METHODS LAB II	4.0
PSYC 401	HISTORY AND SYSTEMS OF PSYCHOLOGY	3.0
Select two of the following:		6
PSYC 311	THEORIES OF PERSONALITY	3.0
PSYC 352	SOCIAL PSYCHOLOGY	3.0
PSYC 362	ABNORMAL PSYCHOLOGY	3.0
Select one of the following:		
PSYC 336	LEARNING AND MOTIVATION	3.0
PSYC 337	MEMORY AND COGNITION	3.0
Select one of the following:		4
PSYC 331 & 331L	PHYSIOLOGICAL PSYCHOLOGY and PHYSIOLOGICAL PSYCHOLOGY LAB	4.0
PSYC 334 & 334L	and PERCEPTION LAB	1
Select one of the following:		3
PSYC 315	INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY	3.0
PSYC 342	EDUCATIONAL PSYCHOLOGY	3.0
PSYC 471	CLINICAL PSYCHOLOGY	3.0
PSYCH Electives		
Select 9 credits		9
Total Credits		45

Psychology Electives

Course	Title	Credits
PSYC 151	HUMAN DEVELOPMENT	3.0
PSYC 205	INTRODUCTION TO SPORT PSYCHOLOGY	3.0
PSYC 211	WOMEN AND SOCIETY	3.0
PSYC 212	PSYCHOLOGY OF DIVERSITY	3.0
PSYC 220	DRUGS AND BEHAVIOR	3.0
PSYC 222	UNDERSTANDING ANIMAL BEHAVIOR	3.0
PSYC 231	MARRIAGE AND FAMILY RELATIONSHIPS	3.0
PSYC 241	HUMAN SEXUALITY	3.0
PSYC 251	CHILDHOOD AND ADOLESCENCE	3.0
PSYC 291	SPECIAL TOPICS	1-4

PSYC 351	PSYCHOLOGY OF THE EXCEPTIONAL INDIVIDUAL	3.0
PSYC 403	EMOTIONAL INTELLIGENCE	3.0
PSYC 405	POSITIVE PSYCHOLOGY	3.0
PSYC 463	PSYCHOPATHOLOGY OF CHILDHOOD	3.0
PSYC 464 & 464L	SYSTEMS OF COUNSELING AND PSYCHO-THERAPY and SYSTEMS OF COUNSELNG & PSYCHO-THERAPY LAB	4.0
PSYC 465	BEHAVIOR MODIFICATION	3.0
PSYC 475	GROUP PROCESS	3.0
PSYC 491	SPECIAL TOPICS	1-3
PSYC 492	RESEARCH	1-3
PSYC 494	FIELD EXPERIENCE	1-12
PSYC 495	INDEPENDENT STUDY	1-3

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Course	Title	Credits
Year 1		
Fall		
ENG 101	Rhetoric & Writing I (GT-CO1)	3
PSYC 100	General Psychology (GT-SS3)	3
PSYC 103	Introductory Psychology for Majors	3
General Education		6
	Credits	15
Spring		
ENG 102	Rhetoric & Writing II (GT-CO2)	3
General Education		14
	Credits	17
Year 2		
Fall		
PSYC 207 & 207L	Quantitative Research Methods I and Quantitative Research Lab I	4
General Education		10
	Credits	14
Spring		
PSYC 209 & 209L	Quantitative Research II and Quantitative Research Methods Lab II	4
Elective 7 credits must be Psychology core. 3 credits must be Psychology elective course.		10
	Credits	14
Year 3		
Fall		
General Education Must be World Language course.		3
Elective 4 credits must be upper division. 6 credits must be Psychology core course. 3 credits must be upper division Psychology elective.		13
	Credits	16
Spring		
General Education Must be World Language course.		3
Elective 9 credits must be upper division. 3 credits must be Psychology core.		12
	Credits	15

Year 4		
Fall		
Elective 6 credits must be upper division; 3 credits must be Psychology elective.		16
	Credits	16
Spring		
PSYC 401	History and Systems of Psychology	3
Elective		11
	Credits	14
	Total Credits	121

Psychology, Bachelor of Science

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.

Outcome Assessment Activities

- The presentation of an empirically-based research project immediately following PSYC 209 Quantitative Research II (3 c.h.)/PSYC 209L Quantitative Research Methods Lab II (1 c.h.). 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.

Specific Program Requirements

Specific Core Requirements

A total of 42 hours in psychology is required for the major. Psychology majors should consult a faculty advisor who will assist in selecting psychology courses to complete the major.

Course	Title	Credits
Basic Core Requirements		
PSYC 100	GENERAL PSYCHOLOGY	3.0
PSYC 103	INTRODUCTORY PSYCHOLOGY FOR MAJORS	3.0
PSYC 207 & 207L	QUANTITATIVE RESEARCH METHODS I and QUANTITATIVE RESEARCH METHODS LAB I	4.0
PSYC 209 & 209L	QUANTITATIVE RESEARCH II and QUANTITATIVE RESEARCH METHODS LAB II	4.0
PSYC 401	HISTORY AND SYSTEMS OF PSYCHOLOGY	3.0
Select two of the following:		6
PSYC 311	THEORIES OF PERSONALITY	3.0
PSYC 352	SOCIAL PSYCHOLOGY	3.0
PSYC 362	ABNORMAL PSYCHOLOGY	3.0
PSYC 336	LEARNING AND MOTIVATION	3.0
or PSYC 337	MEMORY AND COGNITION	
Select one of the following:		4
PSYC 331 & 331L	PHYSIOLOGICAL PSYCHOLOGY and PHYSIOLOGICAL PSYCHOLOGY LAB	4.0
PSYC 334 & 334L	PERCEPTION and PERCEPTION LAB	4
Select one of the following:		3
PSYC 315	INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY	3.0
PSYC 342	EDUCATIONAL PSYCHOLOGY	3.0
PSYC 471	CLINICAL PSYCHOLOGY	3.0
PSYC ELECTIVES		
Select 9 credits of Psychology Electives		9
Total Credits		42

PSYC Electives

Course	Title	Credits
PSYC 151	HUMAN DEVELOPMENT	3.0
PSYC 205	INTRODUCTION TO SPORT PSYCHOLOGY	3.0
PSYC 211	WOMEN AND SOCIETY	3.0
PSYC 212	PSYCHOLOGY OF DIVERSITY	3.0
PSYC 220	DRUGS AND BEHAVIOR	3.0
PSYC 222	UNDERSTANDING ANIMAL BEHAVIOR	3.0
PSYC 231	MARRIAGE AND FAMILY RELATIONSHIPS	3.0
PSYC 241	HUMAN SEXUALITY	3.0
PSYC 251	CHILDHOOD AND ADOLESCENCE	3.0
PSYC 291	SPECIAL TOPICS	1-4
PSYC 351	PSYCHOLOGY OF THE EXCEPTIONAL INDIVIDUAL	3.0
PSYC 403	EMOTIONAL INTELLIGENCE	3.0
PSYC 405	POSITIVE PSYCHOLOGY	3.0
PSYC 463	PSYCHOPATHOLOGY OF CHILDHOOD	3.0
PSYC 464 & 464L	SYSTEMS OF COUNSELING AND PSYCHO-THERAPY and SYSTEMS OF COUNSELNG & PSYCHO-THERAPY LAB	4.0
PSYC 465	BEHAVIOR MODIFICATION	3.0
PSYC 475	GROUP PROCESS	3.0
PSYC 491	SPECIAL TOPICS	1-3
PSYC 492	RESEARCH	1-3
PSYC 494	FIELD EXPERIENCE	1-12
PSYC 495	INDEPENDENT STUDY	1-3

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: PSYC courses cannot be included in this total.

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. EPER 162 PERSONAL HEALTH (3.0 c.h.) and EPER 162L PERSONAL HEALTH LAB (1.0 c.h.) cannot be used to satisfy the additional science requirement.

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 PSYC 207 QUANTITATIVE RESEARCH METHODS I (3.0 c.h.) & PSYC 209 QUANTITATIVE RESEARCH II (3.0 c.h.). Successful completion of PSYC 207 QUANTITATIVE RESEARCH METHODS I (3.0 c.h.) is the prerequisite for PSYC 209 QUANTITATIVE RESEARCH II (3.0 c.h.). PSYC 401 HISTORY AND SYSTEMS OF PSYCHOLOGY (3.0 c.h.) 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 PSYC 491 SPECIAL TOPICS (1-3 c.h.) an unlimited number of times; however, only six credits may count toward the psychology major.

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.

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.

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Course	Title	Credits
Year 1		
Fall		
ENG 101	Rhetoric & Writing I (GT-CO1)	3
PSYC 100	General Psychology (GT-SS3)	3
PSYC 103	Introductory Psychology for Majors	3
General Education		6
	Credits	15
Spring		
ENG 102	Rhetoric & Writing II (GT-CO2)	3
General Education		13
	Credits	16
Year 2		
Fall		
PSYC 207 & 207L	Quantitative Research Methods I and Quantitative Research Methods Lab I	4
General Education		10
	Credits	14
Spring		
PSYC 209 & 209L	Quantitative Research II and Quantitative Research Methods Lab II	4
Elective ᴹᵘˢᵗ ᵇᵉ Psychology course.		12
	Credits	16
Year 3		
Fall		
Elective ⁸ credits must be STEM course. 4 credits must be upper division. 4 credits must be Psychology course.		16
	Credits	16
Spring		
Elective ¹² credits must be upper division; 3 credits must be Psychology course.		16
	Credits	16
Year 4		
Fall		
Elective ⁶ credits must be upper division; 3 credits must be Psychology course.		14
	Credits	14
Spring		
PSYC 401	History and Systems of Psychology	3
Elective		11
	Credits	14
	Total Credits	121

Psychology, Minor
Specific Program Requirements

Course	Title	Credits
PSYC 100	GENERAL PSYCHOLOGY	3.0
Select 9 credits of upper-division psychology coursework		9
Select 9 additional credits of psychology coursework		9
Total Credits		21

- Credits in PSYC 492 RESEARCH (1-3 c.h.), PSYC 494 FIELD EXPERIENCE (1-12 c.h.) and PSYC 495 INDEPENDENT STUDY (1-3 c.h.) do not count toward the minor.
- A minimum grade of C in all psychology courses counting toward the minor.
- PSYC 491 SPECIAL TOPICS (1-3 c.h.) may be taken once to count toward the minor.
- Transfer students must complete 9 credits upper-division coursework in Psychology at CSU Pueblo.

School of Creativity + Practice

The School of Creativity + Practice at Colorado State University Pueblo exists to enrich the lives of our students and the community through exposure to creative industries across multiple disciplines in an environment of integrated studies.

Creative industry careers involve a variety of skills that extend beyond any one discipline and so the Departments of Art & Creative Media (https://catalog.csupueblo.edu/college-of-humanities-arts-and-social-sciences/art-and-creative-media/), Music (https://catalog.csupueblo.edu/college-of-humanities-arts-and-social-sciences/music/), and Media Communication (https://catalog.csupueblo.edu/college-of-humanities-arts-and-social-sciences/media-communication/) have come together to develop a series of courses and events that form the foundation of the School of Creativity + Practice (SoCaP). Students experience the academic rigor of their chosen pathway, earning degrees from their home departments while gaining valuable exposure to the integrated structure of creative industries.

Navigate to the Departments of Art & Creative Media (https://catalog.csupueblo.edu/college-of-humanities-arts-and-social-sciences/art-and-creative-media/), Music (https://catalog.csupueblo.edu/college-of-humanities-arts-and-social-sciences/music/), or Media Communication (https://catalog.csupueblo.edu/college-of-humanities-arts-and-social-sciences/media-communication/) for information on their specific programs.

Academic Programs

- Museum Studies, Minor (p. 294)

Museum Studies, Minor

Museum Studies Minor

The minor in museum studies offers students the foundational skills and knowledge required for museum work and for graduate study in related areas. The minor includes museum internships and courses from a breadth of fields that are relevant to various aspects of museum work from marketing to curating. The minor is designed to complement a variety of major areas of study including Art, Art History, Education, History, Media Communication, and Anthropology.

Specific Program Requirements

Course	Title	Credits
300/400 level electives selected with Museum Studies Minor Advisor		**12**
MST 300	MUSEUM ETHICS & ISSUES	3
Museum Internship selected with Museum Studies Minor Advisor		3
ART 491	SPECIAL TOPICS	1

ART 383	EXHIBITION DESIGN	2
Total Credits		21

Social Work Department

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.

Academic Programs

- Social Work, Bachelor of Social Work (p. 295)
- Social Work, Masters of Social Work (p. 298)

Social Work, Bachelor of Social Work

The Bachelor of Social Work (BSW) program at CSU Pueblo prepares students to excel in the field of social work. Our program was created for students looking to help individuals, families, groups, and communities across all racial, cultural, and economic demography. Our social work program has been continuously accredited by the Council on Social Work Education (CSWE) since 1982. CSWE is the premier organization for accreditation of social work programs. CSU Pueblo faculty and staff are dedicated towards providing a rich and interacting learning experience where our students get to work hands-on with a local agency that helps them collaborate with individuals, families, and communities in need. Our graduates are highly regarded by the social service community. They are sought after to fill social work staffing needs in the surrounding urban and rural communities in this region. Many graduates from this program are administrators and practitioners in social service agencies throughout Southern Colorado.

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 & Objectives

Goal 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.

Goal 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.

Goal 3 – Develop the ability of BSW students to advocate for social 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 economic justice across diverse systems.

Goal 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.

Specific Admission Requirements

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 must 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 and summer 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.

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 except SW 492 and SW 499 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 fall semester, and the orientations are mandatory for students wishing to enter field. Information on application to field 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.

Applications must be completed before the time of your interview with the Field Coordinator. 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 polices.**

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 to 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.

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 is 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 the Social Work Assessment test. The final evaluation of student placement will also be used to assess student learning. 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.

Specific Program Requirements

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. SW 301 PROFESSIONAL WRITING IN SOCIAL WORK (3.00 c.h.) may be waived with an appropriate score on the waiver exam and an additional appropriate upper division social work class may be taken in its place.

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.

Course	Title	Credits
The following specific courses are required as foundation for enrollment in upper division social work classes:		12
BIOL 100	PRINCIPLES OF BIOLOGY	3
PSYC 100	GENERAL PSYCHOLOGY	3.0
SOC 101	INTRODUCTION TO SOCIOLOGY	3
	A course in ECON or POLS	3
The following courses may be taken concurrently with 300-level social work courses:		6
CS/SW 230	CHICANO: SOCIAL AND PSYCHOLOGICAL STUDY	3
or CS 101	INTRODUCTION TO CHICANO STUDIES	
	Select one WS course	3
MATH 156	INTRODUCTION TO STATISTICS (or an approved statistics course)	3
or SW 210	STATISTICS FOR SOCIAL WORKER	
Total Credits		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.

Course	Title	Credits
SW 100	INTRODUCTION TO SOCIAL WORK	3
SW 201	HUMAN BEHAVIOR AND SOCIAL ENVIRONMENT I	3
SW 202	HUMAN BEHAVIOR AND SOCIAL ENVIRONMENT II	3
SW 205	SOCIAL WELFARE IN THE UNITED STATES	3
SW 225	SOCIAL WORK POLICIES AND PROCEDURES	1
Total Credits		13

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.

Course	Title	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	SENIOR CAPSTONE	3
Total Credits		43

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.

The general education requirement for graduation includes a total of 35 semester credits in two categories: Skills Component and Knowledge Component. Please see the General Education Requirement section under Academic Policies for more information.

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Course	Title	Credits
Year 1		
Fall		
BIOL 100	Principles of Biology (GT-SC2)	4
& 100L	and Principles of Biology Lab (GT-SC1)	
ENG 101	Rhetoric & Writing I (GT-CO1)	3
PSYC 100	General Psychology (GT-SS3)	3
SOC 101	Introduction to Sociology (GT-SS3)	3
General Education Must be a Mathematics course.		3
	Credits	16
Spring		
CS 101	Introduction to Chicano Studies (GT-HI1)	3
or CS 230	or Chicano: Social and Psychological Study (GT-SS3)	
ENG 102	Rhetoric & Writing II (GT-CO2)	3
SW 100	Introduction to Social Work	3
SW 225	Social Work Policies and Procedures	1
General Education Must be Humanities courses.		6
	Credits	16
Year 2		
Fall		
SW 201	Human Behavior and Social Environment I	3
SW 205	Social Welfare in the United States (GT-SS1)	3
SW 210	Statistics for Social Worker Others statistics courses accepted upon Department Chair approval.	3
General Education		3
Elective Must be Economics or Political Science course.		3
	Credits	15
Spring		
SW 202	Human Behavior and Social Environment II	3
General Education		7
Elective 3 credits must be Women's Studies course.		5
Complete Application to Social Work Program		
	Credits	15
Year 3		
Fall		
SW 301	Professional Writing in Social Work	3
SW 310	Social Work Theory	3
SW 322	Social Work Intervention I	3
SW 324	Social Work Intervention III	3
Elective		3
Complete Application to Field Practicum		
	Credits	15
Spring		
SW 320	Human Diversity in Practice	3
SW 323	Social Work Intervention II	3
SW 350	Social Welfare Policy	3
Elective		6
	Credits	15
Year 4		
Fall		
SW 481	Field Seminar I	3
SW 488	Field Placement I	5
SW 492	Research	3
SW 499	Senior Capstone	3
	Credits	14
Spring		
SW 482	Field Seminar II	3
SW 489	Field Placement II	5
Elective		6
	Credits	14
	Total Credits	120

Social Work, Masters of Social Work

The Department of Social Work offers a Master of Social Work (MSW), with a generalist perspective. The program received candidacy status with the Council on Social Work Education in February 2020 and anticipates accreditation in 2022. The program is designed to prepare students for advanced roles as practitioners to practice holistically in diverse and complex settings. Graduate programs are delivered in traditional classroom, hybrid, and online format. In order to register in graduate social work courses, students must be admitted to the Social Work program for the Generalist or Specialized/Advanced years. The program adheres to a set of professional standards for academic and behavioral performance, including the NASW Code of Ethics. They are posted on our website.

Statement on Licensure

The MSW degree may lead to licensure as a Licensed Social Worker or a Licensed Clinical Social Worker in Colorado or other states. *Students are strongly encouraged to work with the academic department and the applicable professional licensure board in the state in which they intend to pursue licensing to ensure all licensure requirements will be satisfactorily met. (e.g. Division of Regulatory Agencies in Colorado)* For more information on specific state licensing requirements, please visit the Association of Social Work Boards website.

Mission

The Master's in Social Work at Colorado State University Pueblo is designed to meet the needs of diverse constituencies in southeastern Colorado. As an advanced generalist program the curriculum includes a strong focus on intervention at multiple levels, advanced policy analysis, and research skills. The mission of the MSW Program at Colorado State University Pueblo is to prepare competent advanced social work practitioners with the knowledge, skills, values, and cognitive and affective processes required to serve diverse client populations in systems of all sizes.

Program objectives emerge from the mission statement and coordinate with the Accreditation Standards required by the Council on Social Work Education. Our objectives are to:

1. Prepare advanced social work practitioners with the ethical consciousness, cultural competence, and desire to be lifelong learners who give back to the profession of social work and enhance the global community in which we live;

2. Provide students with the necessary advanced skills in engagement, assessment, intervention, and evaluation in order to competently serve diverse client populations at all levels of social work practice and across the lifespan utilizing the ecological perspective as a foundation; and

3. Prepare students to engage in policy practice, to advocate for social and economic justice, to serve diverse client systems of all sizes ethically and compassionately, and to engage in research in its many forms in order to better serve individuals, families, groups, organizations, and communities.

Specific Admission Requirements

The Master of Social Work students must be admitted to CSU Pueblo graduate studies program before applying to the Master of Social Work program. Students enrolled in the Master of Social Work curriculum must have prior acceptance into the social work program as Generalist or

Specialist/Advanced Standing candidates. Applications are available on our website. For questions, please contact the Department Chair.

Generalist Year Admission Standards

- A bachelor's degree from a university accredited by a nationally recognized accrediting agency by the Department of Education, with at least 18 credits of liberal arts studies;
- A course in statistics;
- A research course;
- A GPA of 3.0 or higher on a 4.0 scale, or a 2.8-2.99 GPA on a 4.0 scale with a "B" grade or higher in all courses in the first semester of the Generalist program;
- 3 Letters of recommendation, one from a professor, one from academic advisor, one from employer or field supervisor;
- A 3-page statement of the role you expect your graduate studies to play in your professional and personal development. Be sure to state your employment history and goals, as well as your personal motivation. Note your strengths and needs as a graduate student of social work. Please address diversity in your statement. One way of defining diversity is the sum of personal traits and qualities, as well as life experiences that affect development and beliefs. Diversity usually includes race, ethnicity, gender, sexual orientation, disability, socioeconomic status, spiritual or religious beliefs, age, and other qualities, including geography and body weight. Experiences can include personal life experiences, such as career choice, individual challenges, and exposure to or working in cultures other than your primary culture. Even if you believe that you have had a small amount of experience with diversity in your life, please describe its impact on your social work plans; and
- Completion of the CSU Pueblo Admission Application as a Graduate student and payment of the $35 application fee.

Specialized Year Admission Standards

- A Bachelor of Social Work degree from a CSWE accredited program or recognized through its International Social Work Degree Recognition and Evaluation Services;
- A course in statistics;
- A research course;
- A GPA of 3.0 or higher on a 4.0 scale;
- 120 hours of volunteer or paid work experience in human services field (above and beyond field hours) in a 6-month period during the last 5 calendar years;
- Most recent field evaluation;
- 3 Letters of recommendation, one from a professor, one from academic advisor, one from employer or field supervisor **(BSW students from CSU Pueblo may not use a current social work professor as a reference. You may substitute an additional educational reference in place of the academic advisor's recommendation)**;
- A 3-page statement of the role you expect your graduate studies to play in your professional and personal development. Be sure to state your employment history and goals, as well as your personal motivation. Note your strengths and needs as a graduate student of social work. Please address diversity in your statement. Diversity can be defined as the sum of a person's characteristics and experiences. Characteristics can include race, ethnicity, gender, sexual orientation, disability, socioeconomic status, spiritual or religious beliefs, age, and other characteristics. Experiences can include personal life experiences, such as career history, personal

challenges, exposure to different cultures, working with other cultures, and/or speaking another language. Even if you have had minimal contact with people from diverse backgrounds, please describe how you believe diversity relates to social work practice; and,
- Completion of the CSU Pueblo Admission Application as a Graduate student and payment of the $35 application fee.

The MAT or GRE is not required for admission.

Student Learning Outcomes

At the completion of this program, graduates will be able to:

1. Demonstrate Ethical and Professional Behavior

2. Engage Diversity and Difference in Practice

3. Advance Human Rights and Social, Economic, and Environmental Justice

4. Engage In Practice-informed Research and Research-informed Practice

5. Engage in Policy Practice

6. Engage with Individuals, Families, Groups, Organizations, and Communities

7. Assess Individuals, Families, Groups, Organizations, and Communities

8. Intervene with Individuals, Families, Groups, Organizations, and Communities

9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Specific Program Requirements

Social Work (MSW) degrees can be obtained in one of two ways: straight admission from the accredited BSW to the MSW, referred to as Specialized, and a longer program that can be accessed by anyone with any undergraduate degree, referred to as Generalist. Specialized courses cover an entire calendar year, if the student is full time. When the student is full time, Generalist courses cover a calendar year plus the Specialized calendar year.

Generalist - Year One

Course	Title	Credits
Fall		
SW 501	HOLISTIC HUMAN BEHAVIOR	3
SW 502	SOCIAL WORK ETHICS	3
SW 520	DIVERSITY IN THE HUMAN EXPERIENCE	3
SW 550	SOCIAL WELFARE POLICY & PRACTICE	3
	Credits	12
Spring		
SW 522	INTERVENTION WITH INDIVIDUALS	3
SW 523	INTERVENTION WITH FAMILIES/GROUPS	3
SW 581	SEMINAR I	1
SW 588	PRACTICUM I	4
	Credits	11
Summer		
SW 524	INTERVENTION WITH AGENCY-COMMUNITY	3
SW 582	SEMINAR II	1
SW 587	FOUNDATIONS OF RESEARCH	3

SW 589	PRACTICUM II	4
	Credits	11
	Total Credits	34

Specialist - Year Two or Advanced Standing

Course	Title	Credits
Fall		
SW 622	ASSESS/INTERVENE WITH INDIVIDUALS	3
SW 625	ASSESS/INTERVENE WITH CHILD/FAMILY	3
SW 641	UNDERSTANDING TRAUMA IN PRACTICE	3
SW 681	SEMINAR III	1
SW 688	PRACTICUM III	4
	Credits	14
Spring		
SW 624	ASSESS/INTERVENE AGENCY/COMMUNITY	3
SW 623	ASSESS/INTERVENE SMALL GROUPS	3
SW 685	RESEARCH I	3
SW 682	SEMINAR IV	1
SW 689	PRACTICUM IV	4
	Credits	14
Summer		
SW 642	ADMINISTRATION AND SUPERVISION	3
SW 650	ADVANCED POLICY IN A DIVERSE WORLD	3
SW 687	CULMINATING PROJECT	1
SW 686	RESEARCH II	3.00
Social Work Elective		3
	Credits	13
	Total Credits	41

TOTAL CREDITS TO MSW DEGREE IN ADVANCED GENERALIST PRACTICE: 75 CREDITS

Sociology, Criminology, & Anthropology Department

Mission Statement

The Department of Sociology, Criminology, and Anthropology 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 women's studies offer curriculum designed to increase understanding of social organization and social relationships and to assist students in developing skills that can be applied to making a positive difference in their professional and personal lives. Each program in the department supports 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, Arts, and Social Sciences in the following ways:

1. The department programs provide classroom environments and field experience opportunities that enhance social awareness, encourage personal reflection, and assist students to further develop critical thinking and problem solving skills;

2. Social action and responsibility, personal morality and accountability, and professional ethics are focused on throughout the curriculum and in co-curricular activities that engage students with each other and in the community;

3. The 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.

Women's Studies
Mission

The Women's Studies offers students a different perspective for understanding their disciplines, themselves, and others. Drawing from the rich history of feminist theory and gender studies, this perspective examines intersectionality and incorporates issues of gender identity, race, ethnicity, class, sexuality, and other dimensions of human diversity to examine contemporary social issues, culture, communication, the media and arts, education, civic engagement, social activism, inequities and social justice, and the global contributions of women, past to present.

Academic Programs

Anthropology, Minor

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, present, and future and enhances student understanding through examining 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, museum studies, world languages, communication, 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. Study in one or more of the four introductory level courses provides

a solid grounding in the anthropological perspective, while upper level coursework emphasizes 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 engaging in the variety of courses concerning human evolution, world prehistory, cultural and biological diversity of contemporary humans, students will learn 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 & 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 be able to 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 annually. 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 Program Requirements

Course	Title	Credits
ANTH 100	CULTURAL ANTHROPOLOGY	3
Select 6 credits in upper division anthropology courses		6
Select 9 additional elective credits in anthropology courses		9
Total Credits		18

The minor consists of 18 semester credit hours of anthropology courses; ANTH 100 CULTURAL ANTHROPOLOGY (3.0 c.h.) 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.

Criminology, Bachelor of Arts

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, including all the sub-components of 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, victim assistance, community activism and social research will develop 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, including our field experience class with placements in criminal justice, juvenile justice, victim services, 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.

A criminology major leads to either a Bachelor of Arts (BA) or a Bachelor of Science (BS) degree.

For a BA degree, criminology majors 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 Intro to Comparative Linguistics (3 c.h.) and ANTH 106 Language, Thought and Culture (3 c.h.)/ENG 106 Language, Thought and Culture (3 c.h.), or completion of the second level of American Sign Language.

Student Learning Outcomes

The student learning outcomes apply for both the BS and BA degrees in Criminology.

Upon completion of the criminology major, students should be able to demonstrate:

1. A comprehension of and the ability to critically assess and compare the major criminological theoretical perspectives.
2. An ability to understand, interpret, and apply various research methodologies in the field of criminology
3. An ability to apply criminological theories and methods to substantive issues and in order to understand social problems and inform crime-related social policy.
4. An ability to engage in critical thinking about various aspects of social life and organization, including crime and criminal justice institutions.

Specific Program Requirements

- *Note: Criminology majors are required to take* SOC 101 INTRODUCTION TO SOCIOLOGY (3.00 c.h.) *as one of their general education social science (SS) 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.

Course	Title	Credits
CORE REQUIREMENTS		
CRIM 101	INTRODUCTION TO CRIMINOLOGY	3
CRIM 205	RESEARCH METHODS	3
CRIM 310	CRIMINOLOGICAL THEORY	3
ELECTIVES		
Select 27 credit hours of criminology electives		27
Total Credits		36

Criminology Electives

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.**

Course	Title	Credits
CRIM 203	THE CRIMINAL JUSTICE SYSTEM	3
CRIM 212	THE FORENSICS OF BONES	3
CRIM 261	CANNABIS & SOCIETY	3
CRIM 291	SPECIAL TOPICS (CREDITS VARY)	1-3
CRIM 303	CRIME AND DEVIANCE	3
CRIM 304	RACE AND CRIME	3
CRIM 305	WOMEN & CRIME	3
CRIM 306	DELINQUENCY AND JUVENILE JUSTICE	3
CRIM 321	CROSS-CULTURAL PERSPECTIVE ON CRIME	3
CRIM 353	PENOLOGY	3
CRIM 357	IMMIGRATION	3
CRIM 359	COMMUNITY CORRECTIONS	3
CRIM 361	CANNABIS POLICY	3
CRIM 374	CRIME IN FILM	3
CRIM 376	CRIME & SOCIETY IN SCIENCE FICTION	3
CRIM 401	CRIME AND JUSTICE STUDIES	3
CRIM 405	LAW & SOCIETY	3
CRIM 407	FAMILY VIOLENCE	3
CRIM 409	VICTIMOLOGY	3
CRIM 410	STRUCTURAL & 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 INVESTIGATIONS	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	COLLECTIVE VIOLENCE AND RIOTING	3
CRIM 453	INSIDE-OUT PRISONER EXCHANGE	3
CRIM 455	HATE CRIMES	3
CRIM 492	RESEARCH (CREDITS VARY)	1-3
CRIM 494	FIELD EXPERIENCE (CREDITS VARY)	1-12
CRIM 495	INDEPENDENT STUDY (CREDITS VARY)	1-3

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Course	Title	Credits
Year 1		
Fall		
ENG 101	Rhetoric & Writing I (GT-CO1)	3
SOC 101	Introduction to Sociology (GT-SS3)	3
General Education		10
	Credits	16
Spring		
CRIM 101	Introduction to Criminology	3
ENG 102	Rhetoric & Writing II (GT-CO2)	3
General Education		10
	Credits	16
Year 2		
Fall		
CRIM 205	Research Methods	3
General Education		6
Elective ³ credits must be CRIM course.		6
	Credits	15
Spring		
CRIM 310	Criminological Theory	3
Elective ⁶ credits must be CRIM course.		12
	Credits	15

Year 3

Fall

Elective	6 credits must be CRIM upper division elective.	15
	Credits	15

Spring

Elective	9 credits must be upper division; 6 credits must be CRIM course.	15
	Credits	15

Year 4

Fall

Elective	11 credits must be upper division; 3 credits must be CRIM course.	14
	Credits	14

Spring

Elective	11 credits must be upper division; 3 credits must be CRIM course.	14
	Credits	14
	Total Credits	120

Criminology, Bachelor of Science

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, including all the sub-components of 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 victim assistance, legal advocacy, community activism and social research will develop 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, including our field experience class with placements in criminal justice, juvenile justice, victim services, 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.

A criminology 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 Criminology.

Upon completion of the criminology major, students should be able to demonstrate:

1. A comprehension of and the ability to critically assess and compare the major criminological theoretical perspectives.
2. An ability to understand, interpret, and apply various research methodologies in the field of criminology
3. An ability to apply criminological theories and methods to substantive issues and in order to understand social problems and inform crime-related social policy.
4. An ability to engage in critical thinking about various aspects of social life and organization, including crime and criminal justice institutions.

Specific Program Requirements

- *Note: Criminology majors are required to take SOC 101 INTRODUCTION TO SOCIOLOGY (3.00 c.h.) as one of their general education social science (SS) 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.

Course	Title	Credits
CORE REQUIREMENTS		
CRIM 101	INTRODUCTION TO CRIMINOLOGY	3
CRIM 205	RESEARCH METHODS	3
CRIM 310	CRIMINOLOGICAL THEORY	3
ELECTIVES		
Select 27 credit hours of criminology electives		27
Total Credits		36

Criminology Electives

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.**

Course	Title	Credits
CRIM 203	THE CRIMINAL JUSTICE SYSTEM	3
CRIM 212	THE FORENSICS OF BONES	3
CRIM 261	CANNABIS & SOCIETY	3
CRIM 291	SPECIAL TOPICS (CREDITS VARY)	1-3
CRIM 303	CRIME AND DEVIANCE	3
CRIM 304	RACE AND CRIME	3
CRIM 305	WOMEN & CRIME	3
CRIM 306	DELINQUENCY AND JUVENILE JUSTICE	3
CRIM 321	CROSS-CULTURAL PERSPECTIVE ON CRIME	3
CRIM 353	PENOLOGY	3
CRIM 357	IMMIGRATION	3
CRIM 359	COMMUNITY CORRECTIONS	3
CRIM 361	CANNABIS POLICY	3
CRIM 374	CRIME IN FILM	3
CRIM 376	CRIME & SOCIETY IN SCIENCE FICTION	3
CRIM 401	CRIME AND JUSTICE STUDIES	3
CRIM 405	LAW & SOCIETY	3

CRIM 407	FAMILY VIOLENCE	3
CRIM 409	VICTIMOLOGY	3
CRIM 410	STRUCTURAL & 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 INVESTIGATIONS	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	COLLECTIVE VIOLENCE AND RIOTING	3
CRIM 453	INSIDE-OUT PRISONER EXCHANGE	3
CRIM 455	HATE CRIMES	3
CRIM 492	RESEARCH (CREDITS VARY)	1-3
CRIM 494	FIELD EXPERIENCE (CREDITS VARY)	1-12
CRIM 495	INDEPENDENT STUDY (CREDITS VARY)	1-3

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Course	Title	Credits
Year 1		
Fall		
ENG 101	Rhetoric & Writing I (GT-CO1)	3
SOC 101	Introduction to Sociology (GT-SS3)	3
General Education		10
	Credits	16
Spring		
ENG 102	Rhetoric & Writing II (GT-CO2)	3
CRIM 101	Introduction to Criminology	3
General Education		10
	Credits	16
Year 2		
Fall		
CRIM 205	Research Methods	3
General Education		6
Elective ³ credits must be Criminology course.		6
	Credits	15
Spring		
CRIM 310	Criminological Theory	3
Elective ⁶ credits must be Criminology course. 6 credits must be outside the major.		12
	Credits	15
Year 3		
Fall		
Elective ⁶ credits must be upper division Criminology course. 9 credits must be outside the major.		15
	Credits	15

Spring		
Elective ⁶ credits must be upper division Criminology course. 9 credits must be outside the major; 3 credits must be upper division.		15
	Credits	15
Year 4		
Fall		
Elective ¹¹ credits must be upper division; 3 credits must be Criminology course. 11 credits must be outside the major.		14
	Credits	14
Spring		
Elective ¹¹ credits must be upper division; 3 credits must be Criminology course. 11 credits must be outside the major.		14
	Credits	14
	Total Credits	120

Sociology, Bachelor of Arts

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.

For the BA degree, sociology majors 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 Intro to Comparative Linguistics (3 c.h.) and ANTH 106 Language, Thought and Culture (3 c.h.)/ENG 106 Language, Thought and Culture (3 c.h.), or completion of the second level of American Sign Language.

Student Learning Outcomes

The student learning outcomes apply for both the BS and BA degrees in Sociology.

Upon completion of the Sociology major, students should be able to:

1. Understand the major theoretical perspectives in sociology through comparing, contrasting, and thinking critically about the roles of these theories in the study of society.
2. Apply a variety of quantitative and qualitative research methods in the gathering and analysis of sociological data and recognize common methodologies used in sociological literature.
3. Use sociological theories and methods to analyze substantive social issues and problems such as deviance, race, gender, sexuality, and class.
4. Demonstrate critical thinking by evaluating arguments and evidence related to social issues and by connecting sociological insights to current events and personal experiences of the social world.

Specific Program 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.

Course	Title	Credits
CORE REQUIREMENTS		
SOC 101	INTRODUCTION TO SOCIOLOGY	3
SOC 205	RESEARCH METHODS	3
SOC 310	SOCIAL AND CULTURAL THEORY	3
ELECTIVES		
Select 27 credits of sociology electives		27
Total Credits		36

Sociology Electives

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.

Course	Title	Credits
SOC 101	INTRODUCTION TO SOCIOLOGY	3
SOC 201	SOCIAL PROBLEMS	3
SOC 203	THE CRIMINAL JUSTICE SYSTEM	3
SOC/PSYC/WS 231	MARRIAGE AND FAMILY RELATIONSHIPS	3
SOC 248	ENVIRONMENTAL SOCIOLOGY	3
SOC 261	CANNABIS & SOCIETY	3
SOC 291	SPECIAL TOPICS (CREDITS VARY)	1-3
SOC 302	COLLECTIVE BEHAVIOR AND SOCIAL MOVEMENTS	3
SOC 303	CRIME AND DEVIANCE	3
SOC 304	RACE AND CRIME	3
SOC/WS 305	WOMEN & CRIME	3
SOC 306	DELINQUENCY AND JUVENILE JUSTICE	3
SOC 308	POPULAR CULTURE	3
SOC/ANTH 314	RELIGION, CULTURE AND SOCIETY	3
SOC/ANTH 315	HEALTH, CULTURE, AND SOCIETY	3
SOC/ANTH 316	AGE, CULTURE AND SOCIETY	3
SOC 321	CROSS-CULTURAL PERSPECTIVE ON CRIME	3
SOC 324	RACE & ETHNIC RELATION	3
SOC 325	GENDER AND SOCIETY	3
SOC 326	SOCIAL STRATIFICATION	3
SOC/PSYC 352	SOCIAL PSYCHOLOGY	3
SOC 357	IMMIGRATION	3
SOC 358	FILM AND SOCIETY	3
SOC 361	CANNABIS POLICY	3
SOC 374	CRIME IN FILM	3
SOC 376	CRIME & SOCIETY IN SCIENCE FICTION	3
SOC 378	ROCK 'N' ROLL AND REBELLION	3
SOC 404	POVERTY AND INEQUALITY IN THE U.S.	3
SOC 405	LAW & SOCIETY	3
SOC 408	SCIENCE, TECHNOLOGY, AND THE FUTURE	3
SOC 418	CRIME, DRUGS AND SOCIAL POLICY	3
SOC 426	COLLECTIVE VIOLENCE AND RIOTING	3
SOC/HIST/WS 428	WOMEN & WORK	3
SOC 432	ORGANIZATION THEORY	3
SOC 435	THE INTERVIEWER'S CRAFT	3
SOC 450	SOC OF MENTAL HEALTH AND SUICIDE	3
SOC 452	SOCIOLOGY OF THE SELF	3
SOC 453	INSIDE-OUT PRISONER EXCHANGE	3
SOC 490	SPECIAL PROJECTS (CREDITS VARY)	1-3
SOC 491	SPECIAL TOPICS (CREDITS VARY)	1-3
SOC 492	RESEARCH (CREDITS VARY)	1-3
SOC 494	FIELD EXPERIENCE (CREDITS VARY)	1-12
SOC 495	INDEPENDENT STUDY (CREDITS VARY)	1-10

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Course	Title	Credits
Year 1		
Fall		
ENG 101	Rhetoric & Writing I (GT-CO1)	3

General Education		13
	Credits	16
Spring		
ENG 102	Rhetoric & Writing II (GT-CO2)	3
SOC 101	Introduction to Sociology (GT-SS3)	3
General Education ³ credits must be World Language course.		10
	Credits	16
Year 2		
Fall		
SOC 205	Research Methods	3
General Education Must be World Language course.		3
Elective ³ credits must be Sociology course.		9
	Credits	15
Spring		
SOC 310	Social and Cultural Theory	3
Elective ⁶ credits must be Sociology course; 3 credits must be upper division. 6 credits must be outside the major.		12
	Credits	15
Year 3		
Fall		
Elective ⁶ credits must be Sociology course; 3 credits must be upper division. 9 credits must be outside the major.		15
	Credits	15
Spring		
Elective ⁶ credits must be upper division Sociology course. 9 credits must be outside the major.		15
	Credits	15
Year 4		
Fall		
Elective ¹¹ credits must be upper division; 3 credits must be Sociology course. 3 credits must be outside the major.		14
	Credits	14
Spring		
Elective ¹¹ credits must be upper division; 3 credits must be Sociology course. 3 credits must be outside the major.		14
	Credits	14
	Total Credits	120

Sociology, Bachelor of Science

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.

Upon completion of the Sociology major, students should be able to:

1. Understand the major theoretical perspectives in sociology through comparing, contrasting, and thinking critically about the roles of these theories in the study of society.
2. Apply a variety of quantitative and qualitative research methods in the gathering and analysis of sociological data and recognize common methodologies used in sociological literature.
3. Use sociological theories and methods to analyze substantive social issues and problems such as deviance, race, gender, sexuality, and class.
4. Demonstrate critical thinking by evaluating arguments and evidence related to social issues and by connecting sociological insights to current events and personal experiences of the social world.

Specific Program 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.

Course	Title	Credits
CORE REQUIREMENTS		
SOC 101	Introduction to Sociology (GT-SS3)	3
SOC 205	Research Methods	3
SOC 310	Social and Cultural Theory	3
ELECTIVES		
Select 27 credits of sociology electives		27
Total Credits		36

Sociology Electives

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.

Course	Title	Credits
SOC 101	Introduction to Sociology (GT-SS3)	3
SOC 201	Social Problems (GT-SS1)	3
SOC 203	The Criminal Justice System	3
SOC/PSYC/WS 231	Marriage and Family Relationships	3
SOC 248	Environmental Sociology	3
SOC 261	Cannabis & Society	3
SOC 291	Special Topics (CREDITS VARY)	1-3
SOC 302	Collective Behavior and Social Movements	3
SOC 303	Crime and Deviance	3
SOC 304	Race and Crime	3
SOC/WS 305	Women & Crime	3
SOC 306	Delinquency and Juvenile Justice	3
SOC 308	Popular Culture	3
SOC/ANTH 314	Religion, Culture and Society	3
SOC/ANTH 315	Health, Culture, and Society	3
SOC/ANTH 316	Age, Culture and Society	3
SOC 321	Cross-Cultural Perspective on Crime	3
SOC 324	Race & Ethnic Relation	3
SOC 325	Gender And Society	3
SOC 326	Social Stratification	3
SOC/PSYC 352	Social Psychology	3
SOC 357	Immigration	3
SOC 358	Film and Society	3
SOC 361	Cannabis Policy	3
SOC 374	Crime in Film	3
SOC 376	Crime & Society in Science Fiction	3
SOC 378	Rock 'n' Roll and Rebellion	3
SOC 404	Poverty and Inequality in the U.S.	3
SOC 405	Law & Society	3
SOC 408	Science, Technology, and The Future	3
SOC 418	Crime, Drugs and Social Policy	3
SOC 426	Collective Violence and Rioting	3
SOC/HIST/WS 428	Women & Work	3
SOC 432	Organization Theory	3
SOC 435	The Interviewer's Craft	3
SOC 450	Soc of Mental Health and Suicide	3
SOC 452	Sociology of the Self	3
SOC 453	Inside-Out Prisoner Exchange	3
SOC 490	Special Projects (CREDITS VARY)	1-3
SOC 491	Special Topics (CREDITS VARY)	1-3
SOC 492	Research (CREDITS VARY)	1-3
SOC 494	Field Experience (CREDITS VARY)	1-12
SOC 495	Independent Study (CREDITS VARY)	1-10

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Course	Title	Credits
Year 1		
Fall		
ENG 101	Rhetoric & Writing I (GT-CO1)	3
General Education		13
	Credits	16
Spring		
ENG 102	Rhetoric & Writing II (GT-CO2)	3
SOC 101	Introduction to Sociology (GT-SS3)	3
General Education		10
	Credits	16
Year 2		
Fall		
SOC 205	Research Methods	3
General Education		3
Elective 9 credits must be Sociology course.		9
	Credits	15
Spring		
SOC 310	Social and Cultural Theory	3
Elective 6 credits must be Sociology course.		12
	Credits	15
Year 3		
Fall		
Elective 6 credits must be upper division Sociology course.		15
	Credits	15
Spring		
Elective 9 credits must be upper division; 6 credits must be Sociology course.		15
	Credits	15
Year 4		
Fall		
Elective 11 credits must be upper division; 3 credits must be Sociology course.		14
	Credits	14
Spring		
Elective 11 credits must be upper division; 3 credits must be Sociology course.		14
	Credits	14
	Total Credits	120

Sociology, Minor

Why study sociology?

1. You will master a range of **transferable skills** opening doors to a wide range of career options.

2. You will gain an understanding of **different points of view** from the diverse students in our program preparing you to succeed in an increasingly diverse and complex world.

3. The varied topics of study and breadth of the discipline foster **versatility and adaptability**, complementing other degree programs. Many sociology majors opt to complete a second major in criminology or psychology.

4. Our students want to make a difference in their community and in the world and the knowledge and skills you take away from the program prepare you to be a **positive change agent**.

5. **Relevant and dynamic** as a field of study, sociologists engage the issues that impact our daily lives and examine how the rapidly changing social environment will shape our future.

A minor in sociology is an excellent complement for students intending careers in criminal justice, health-related fields, counseling, the non-profit sector, government, higher education, human resource management, business, community planning, program development, and public policy. All professionals need to understand individuals and groups and the social contexts that shape peoples' attitudes, choices, and behaviors.

From analyzing the implications of wide-ranging contemporary social issues and social inequalities to understanding the interplay among science, technology, and society, the diversity of course offerings allows sociology minors to explore topics relevant to their interests. From exploring how our lives are reflected in popular culture, in music, and in films to examining the underlying patterns of social relations in small groups and formal organizations, in legal institutions, and in the economic and political arena, our classes enrich understanding in a number of areas.

If you are not a sociology major, you may complete a minor in sociology.

Specific Program Requirements

Course	Title	Credits
SOC 101	INTRODUCTION TO SOCIOLOGY	3
Select 6 credits in upper division sociology courses		6
Select 11 additional credits in sociology courses		11
Total Credits		20

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.

Women's Studies, Minor
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 Program Requirements

Course	Title	Credits
Required Courses		
WS 100	INTRODUCTION TO WOMEN'S STUDIES	3
WS 301	THEORIES OF INTERSECTIONALITY	3
WS/CS 306	LA CHICANA	3
or WS 308	GLOBAL FEMINISMS	
Senior Capstone Experience Courses		**3**
Select three credits from the following:		
WS 485	CAPSTONE	3
WS 490	SPECIAL PROJECTS	1-3
WS 492	RESEARCH	1-3
Elective Courses		**6**
Select 6 credits in Women's Studies Electives		
Total Credits		**18**

Specific Program Electives

Course	Title	Credits
WS/ANTH/PSYC/ SOC 105	UNDERSTANDING HUMAN DIVERSITY	3
WS/PSYC 211	WOMEN AND SOCIETY	3
WS/PSYC 212	PSYCHOLOGY OF DIVERSITY	3
WS/NSG 230	WOMEN, HEALTH AND SOCIETY	3
WS/PSYC/SOC 231	MARRIAGE AND FAMILY RELATIONSHIPS	3
WS/MC 235	WOMEN AND MEDIA	3
WS/ENG 241	WOMEN IN LITERATURE	3
WS/SOC 305	WOMEN & CRIME	3
WS/CS 306	LA CHICANA	3
WS 308	GLOBAL FEMINISMS	3
WS/MC 330	GENDER AND FILM	3
WS/ENG/COMR 335	GENDER AND COMMUNICATION	3
WS/CS 401	THIRD WORLD FEMINISMS	3
WS/CRIM 407	FAMILY VIOLENCE	3
WS/HIST/SOC 428	WOMEN & WORK	3
WS/CRIM 455	HATE CRIMES	3
WS 485	CAPSTONE	3
WS 490	SPECIAL PROJECTS (CREDITS VARY)	1-3
WS 291/491	SPECIAL TOPICS (topics vary)	1-3
WS 492	RESEARCH (CREDITS VARY)	1-3
WS 494	FIELD EXPERIENCE (CREDITS VARY)	2-6
WS 498	INTERNSHIP (CREDITS VARY)	2-6

Specific Program Cross-Listings

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 428 WOMEN & WORK (3.00 c.h.) /HIST 428

WOMEN & WORK (3.00 c.h.)/SOC 428 WOMEN & WORK (3.00 c.h.), 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.

Specific Program Senior Capstone Experience

(WS 485 CAPSTONE (3.00 c.h.), WS 490 SPECIAL PROJECTS (1.00 c.h.), or WS 492 RESEARCH (1.00 c.h.))

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 SPECIAL PROJECTS (1.00 c.h.) the student will apply women's studies in a community-based setting. WS 492 RESEARCH (1.00 c.h.), 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 Introduction to Women's Studies (3 c.h.), WS 301 Theories of Intersectionality (3 c.h.) and either WS 306 La Chicana (3 c.h.)/CS 306 La Chicana (3 c.h.) OR WS 308 Global Feminisms (3 c.h.).

Grades below a C will not be accepted in classes counting toward the minor.

Veteran Studies, Minor
Mission

The Veteran's Studies minor at Colorado State University Pueblo exists to meet the needs of students who wish to pursue a career working with the veteran population in any field, such as nursing, healthcare, public administration, marketing and business, and counseling, and to develop an appreciation and understanding of the context of military experience. The minor also serves veteran students who wish to place their own personal experiences into a broader context.

Student Learning Outcomes

At the completion of this program, graduates will be able to:

- Identify major historical and contemporary trends in Veterans Studies;
- Evaluate theoretical perspectives in understanding the Veteran experience; and
- Act ethically and responsibly, both individually and with others, demonstrating an awareness and respect for Veterans.

Specific Program Requirements

Minors must complete a total of 21 credit hours, divided into three categories:

Course	Title	Credits
The Context of the Veteran Experience (choose 6 credits)		6
HIST 368	BLOOD, TEARS & GLORY: WAR & HISTORY	3.00
POLS 230	WAR AND FILM	3.0
POLS 305	INTERNATIONAL CONFLICT	3.0
POLS 306	PEACE STUDIES	3.0
Working with Veteran Populations (choose 6 credits)		6
PSYC 220	DRUGS AND BEHAVIOR	3.0
PSYC 362	ABNORMAL PSYCHOLOGY	3.0
PSYC 471	CLINICAL PSYCHOLOGY	3.0
SW 341	IMPACT OF TRAUMA IN SOCIAL WORK	3.00
Electives (Choose 9 credits, including any courses listed above not taken for those requirements)		9
POLS 271	TERRORISM	3.0
Internships, research, special topics, and independent studies. [1]		
Total Credits		21

[1]   With consent of advisor

Note: Only one history, political science, psychology, or social work course taken for the Veterans Studies Minor can count toward the disciplinary major or minor.

Only grades of C or better count towards completion of the minor requirements.

COLLEGE OF SCIENCE, TECHNOLOGY, ENGINEERING, & MATHEMATICS

The College of Science, Technology, Engineering, & Mathematics (CSTEM) prepares students for challenging careers in the STEM fields and provides opportunities for students to advance in graduate studies or professional schools. The ability to think critically and capacity to solve problems are key student outcomes. An invested and caring faculty and staff ensure that students are successful through quality teaching, scholarly activity, and student support and advising. The CSTEM 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 CSTEM supports the community, region, and related professions through outreach including initiatives that enhance economic development, scientific and professional literacy, and K-12 education.

Academic Departments & Programs

Biology Department

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 concentration 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 advisor 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 advisor as early as possible. A list of advisors 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 advisors.

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 concentration 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.

Elementary Teaching

See Liberal Studies with Science concentration

Institutional & 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.

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 & Natural Resources Program

Majoring in The Wildlife and Natural Resources Program 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, conservation organizations, and higher academic degrees. Carefully supervised career planning is provided to all students.

The Wildlife and Natural Resources Program offers **Aquatic** and **Terrestrial** concentration areas, with curriculum for each meeting the certification requirements of the American Fisheries Society (AFS) or The Wildlife Society (TWS), respectively.

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.

Academic Programs

Biology 3+2 Program, Bachelor of Science/Master of Science

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.

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.

Specific Admission Requirements

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).

Specific Program Requirements

Before being admitted to the 3+2 plan, students are expected to have completed or be enrolled in the following course work.

Course	Title	Credits
BIOL 301 & 301L	GENERAL MICROBIOLOGY and GENERAL MICROBIOLOGY LAB	5
BIOL 350	MENDELIAN AND POPULATION GENETICS	2
BIOL 351	MOLECULAR BIOLOGY AND GENETICS	2
CHEM 302 & 302L	ORGANIC CHEMISTRY II and ORGANIC CHEMISTRY LAB II	5
PHYS 202 & 202L	PRINCIPLES OF PHYSICS II and PRINCIPLES OF PHYSICS II LAB	4
MATH 156 or MATH 221	INTRODUCTION TO STATISTICS APPLIED CALC: AN INTUITIVE APPROACH	3

Biology, Master of Science

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 3+2 Plan description. The 3+2 plan allows a student to simultaneously receive a BS and an MS degree in five years.

There are three options for MS degrees in Biology. Both the Thesis MS option and the Internship MS option must be completed on campus and only one course per year may be completed online.

Thesis Option

For students interested in biological research, agency jobs, and professional schools where research experience is valued. The thesis option requires successful completion of the on campus core, six semester credits of thesis research (BIOL 599 THESIS RESEARCH (1.00 c.h.)) and an approved thesis, as well as 12 credits of elective coursework. Thesis option students are required to defend their research results before a thesis defense committee.

Internship Option

Designed for students who already have or plan to complete an internship as part of the MS degree. The Internship MS option requires successful completion of the on campus core, four semester credits of Internship, and 16 credits of elective coursework. The program of study for each student must be approved by a graduate committee and the Program Director. A Intern MS 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.

Online Non-Thesis Option

Available for a broad range of career professionals including science teachers requiring graduate coursework and individuals with positions in which an MS in Biology will qualify them for promotion. The Online MS non-thesis option requires completion of the online core and 23 credits of elective coursework. The program of study for each student must be approved by a graduate committee and the Program Director. A online MS non-thesis option student must complete a comprehensive exam.

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 & 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 Seminar (1 c.h.)) 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.

Specific Program Requirements

Specific Core Requirements

On campus students will take one of the following courses:

Course	Title	Credits
BIOL 512 & 512L	CELLULAR BIOLOGY and CELLULAR BIOLOGY LAB	4
BIOL 514 & 514L	VERTEBRATE PHYSIOLOGY and VERTEBRATE PHYSIOLOGY LAB	4
BIOL 540 & 540L	ADVANCED BIOTECHNIQUES and ADVANCED BIOTECHNIQUES LAB	4
BIOL 543 & 543L	LIMNOLOGY and LIMNOLOGY LAB	4
BIOL 553 & 553L	ECOLOGY and ECOLOGY FIELD STUDIES	4

Thesis Option

Course	Title	Credits
Core Requirements		
Core Courses		4
Concentration Core Requirements		
BIOL 510	FOUNDATIONS IN GRADUATE STUDIES	3
MATH 550	STATISTICAL METHODS	3
BIOL 599	THESIS RESEARCH	6
BIOL 593	SEMINAR	1
BIOL 589	THESIS DEFENSE	1
Elective Courses		
Select 12 credits		12
Total Credits		30

Internship Option

Course	Title	Credits
Core Requirements		
Core Courses		4
Concentration Core Requirements		
BIOL 510	FOUNDATIONS IN GRADUATE STUDIES	3
MATH 550	STATISTICAL METHODS	3
BIOL 593	SEMINAR	1
BIOL 598	INTERNSHIP	4
BIOL 588	INTERNSHIP SEMINAR	1
Elective Courses		
Select 16 credits		16
Total Credits		32

Online Non-Thesis Option

Course	Title	Credits
Online Core Courses		
BIOL 505	FOUNDATIONS IN GRADUATE STUDIES	3
BIOL 548	BIOLOGICAL STATISTICS	3
BIOL 559	COMPREHENSIVE EXAM	1
BIOL 568	EVOLUTION	3
BIOL 577	CURRENT ISSUES IN BIOLOGY (students must take 1cr BIOL 577 three different semesters)	3
Online Elective Courses		
Select 23 credits		23
Total Credits		36

Elective Courses

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 or wildlife and natural resources).

Course	Title	Credits
BIOL 502	IMMUNOLOGY	3
BIOL 503 & 503L	VIROLOGY and VIROLOGY LAB	4
BIOL 512 & 512L	CELLULAR BIOLOGY and CELLULAR BIOLOGY LAB	4

BIOL 513 & 513L	PLANT PHYSIOLOGY and PLANT PHYSIOLOGY LAB	4
BIOL 514 & 514L	VERTEBRATE PHYSIOLOGY and VERTEBRATE PHYSIOLOGY LAB	4
BIOL 521 & 521L	HISTOLOGY and HISTOLOGY LAB	4
BIOL 532 & 532L	DEVELOPMENTAL BIOLOGY and DEVELOPMENTAL BIOLOGY LAB	4
BIOL 540 & 540L	ADVANCED BIOTECHNIQUES and ADVANCED BIOTECHNIQUES LAB	4
BIOL 541 & 541L	FRESHWATER INVERTEBRATE ZOOLOGY and FRESHWATER INVERTEBRATE ZOOLOGY LAB	4
BIOL 543 & 543L	LIMNOLOGY and LIMNOLOGY LAB	4
BIOL 552 & 552L	ADVANCED MICROSCOPY and ADVANCED MICROSCOPY LAB	4
BIOL 553 & 553L	ECOLOGY and ECOLOGY FIELD STUDIES	4
BIOL 554	BEHAVIORAL ECOLOGY	3
BIOL 561	APPLIED GEOSPATIAL TECHNOLOGY (GIS/GPS)	3
BIOL 562	ENVIRONMENTAL POLICY & MANAGEMENT	3
BIOL 565	ENVIRONMENTAL TOXICOLOGY	3
BIOL 579 & 579L	ICHTHYOLOGY and ICHTHYOLOGY LABORATORY	3
BIOL 581 & 581L	ENTOMOLOGY and ENTOMOLOGY LAB	3
BIOL 582 & 582L	HERPETOLOGY and HERPETOLOGY LAB	3
BIOL 583 & 583L	MAMMALOGY and MAMMALOGY LAB	3
BIOL 584 & 584L	ORNITHOLOGY and ORNITHOLOGY LAB	3
BIOL 585 & 585L	PLANT TAXONOMY and PLANT TAXONOMY LAB	4
BIOL 586	FIELD BOTANY	3
BIOL 591	SPECIAL TOPICS	1-4
BIOL 595	INDEPENDENT STUDY	1-4

Biology, Minor
Specific Program Requirements

Course	Title	Credits
Select 12 credits in Approved Lower-division Electives		12
Select 8 credits in Approved Upper-division Electives		8
Total Credits		20

Biology: Basic Biology Concentration, Bachelor of Science
Expected Student Outcomes

- Students will develop a broad-based knowledge of concepts and terminology in molecular, cellular, organismal, and ecological biology.
- Students will develop applied scientific skills though field and laboratory experience and data analysis.
- 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.

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.

Specific Program 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 (1.00 c.h.), 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.

Course	Title	Credits
BIOL 171	First Year Seminar	1
BIOL 181 & 181L	College Biology I/Organismal Bio and College Biology I/Organismal Bio Lab	4
BIOL 182 & 182L	College Biology II/Cellular Biology and College Biology II/Cellular Bio Lab	4
Select one of the following:		4
BIOL 201 & 201L	Botany and Botany Laboratory	4
BIOL 202 & 202L	Zoology and Zoology Laboratory	4
BIOL 301 & 301L	General Microbiology and General Microbiology Lab	5
BIOL 350	Mendelian and Population Genetics	2
BIOL 351	Molecular Biology and Genetics	2
BIOL 352	Evolutionary Biology and Ecology	3
Select one of the following:		4
BIOL 412 & 412L	Cellular Biology and Cellular Biology Lab	4

Course	Title	Credits
BIOL 413 & 413L	Plant Physiology and Plant Physiology Lab	4
BIOL 414 & 414L	Vertebrate Physiology and Vertebrate Physiology Lab	4
BIOL 493	Seminar	1
Total Credits		30

Specific Concentration Requirements

Course	Title	Credits
Required Biology Core Courses		
Biology Core Courses		30
Adviser Approved Upper Division Biology Electives		
Select 15 credits		15
Required Support Courses		
CHEM 121 & 121L	GENERAL CHEMISTRY I and GENERAL CHEMISTRY LAB I	5
CHEM 122 & 122L	GENERAL CHEMISTRY II and GENERAL CHEMISTRY LAB II	5
CHEM 301 & 301L	ORGANIC CHEMISTRY I and ORGANIC CHEMISTRY LAB I	5
CHEM 302 & 302L	ORGANIC CHEMISTRY II and ORGANIC CHEMISTRY LAB II	5
MATH 156	INTRODUCTION TO STATISTICS	3
MATH 221	APPLIED CALC: AN INTUITIVE APPROACH	4
Select one of the following sequences:		8-10
Sequence A:		
PHYS 201 & 201L	PRINCIPLES OF PHYSICS I and PRINCIPLES OF PHYSICS LAB I	4
PHYS 202 & 202L	PRINCIPLES OF PHYSICS II and PRINCIPLES OF PHYSICS II LAB	4
Sequence B:		
PHYS 221 & 221L	GENERAL PHYSICS I and GENERAL PHYSICS I LAB	5
PHYS 222 & 222L	GENERAL PHYSICS II and GENERAL PHYSICS II LAB	5
COMR 103	SPEAKING AND LISTENING (H)	3
Institutional and General Education		
Select 21 credits		21
General Electives		
Select 14-16 credits		14-16
Total Credits		118-122

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Course	Title	Credits
Year 1		
Fall		
BIOL 171	First Year Seminar	1
BIOL 181 & 181L	College Biology I/Organismal Bio (GT-SC2) and College Biology I/Organismal Bio Lab (GT-SC1)	4
CHEM 121 & 121L	General Chemistry I (GT-SC2) and General Chemistry Lab I (GT-SC1)	5
ENG 101	Rhetoric & Writing I (GT-CO1)	3
	Credits	13
Spring		
BIOL 182 & 182L	College Biology II/Cellular Biology (GT-SC2) and College Biology II/Cellular Bio Lab (GT-SC1)	4
CHEM 122 & 122L	General Chemistry II (GT-SC2) and General Chemistry Lab II (GT-SC1)	5
ENG 102	Rhetoric & Writing II (GT-CO2)	3
MATH 221	Applied Calc: An Intuitive Approach (GT-MA1)	4
	Credits	16
Year 2		
Fall		
BIOL 201 or BIOL 202	Botany (GT-SC2) or Zoology	2
BIOL 201L or BIOL 202L	Botany Laboratory (GT-SC1) or Zoology Laboratory	2
CHEM 301 & 301L	Organic Chemistry I and Organic Chemistry Lab I	5
COMR 103	Speaking and Listening	3
MATH 156	Introduction to Statistics (GT-MA1)	3
	Credits	15
Spring		
BIOL 350	Mendelian and Population Genetics	2
CHEM 302 & 302L	Organic Chemistry II and Organic Chemistry Lab II	5
General Education		6
Elective		3
	Credits	16
Year 3		
Fall		
BIOL 301 & 301L	General Microbiology and General Microbiology Lab	5
BIOL 351	Molecular Biology and Genetics	2
PHYS 201 or PHYS 221	Principles of Physics I (GT-SC2) or General Physics I (GT-SC2)	3-4
PHYS 201L or PHYS 221L	Principles of Physics Lab I (GT-SC1) or General Physics I Lab (GT-SC1)	1
General Education		3
Elective		1
	Credits	15-16
Spring		
BIOL 352	Evolutionary Biology and Ecology	3
PHYS 202 or PHYS 222	Principles Of Physics II (GT-SC2) or General Physics II (GT-SC2)	3-4
PHYS 202L or PHYS 222L	Principles Of Physics II Lab (GT-SC1) or General Physics II Lab (GT-SC1)	1
General Education		3
Elective Must be upper division Biology course.		5
	Credits	15-16
Year 4		
Fall		
General Education		3
Elective 6 credits must be upper division Biology course.		12
	Credits	15
Spring		
BIOL 412 or BIOL 413 or BIOL 414	Cellular Biology or Plant Physiology or Vertebrate Physiology	2-3

BIOL 412L	Cellular Biology Lab	1-2
or BIOL 413L	or Plant Physiology Lab	
or BIOL 414L	or Vertebrate Physiology Lab	
BIOL 493	Seminar	1
Elective	4 credits must be upper division Biology course.	10
	Credits	14-16
	Total Credits	119-123

Biology: Biology/Chemistry Double Major Concentration, Bachelor of Science

Expected Student Outcomes

- Students will develop a broad-based knowledge of concepts and terminology in molecular, cellular, organismal, and ecological biology.
- Students will develop applied scientific skills though field and laboratory experience and data analysis.
- 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.

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.

Specific Program 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 (1.00 c.h.), 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.

Specific Core Requirements

Course	Title	Credits
BIOL 171	First Year Seminar	1
BIOL 181 & 181L	College Biology I/Organismal Bio and College Biology I/Organismal Bio Lab	4
BIOL 182 & 182L	College Biology II/Cellular Biology and College Biology II/Cellular Bio Lab	4
Select one of the following:		4
BIOL 201 & 201L	Botany and Botany Laboratory	4
BIOL 202 & 202L	Zoology and Zoology Laboratory	4
BIOL 301 & 301L	General Microbiology and General Microbiology Lab	5
BIOL 350	Mendelian and Population Genetics	2
BIOL 351	Molecular Biology and Genetics	2
BIOL 352	Evolutionary Biology and Ecology	3
Select one of the following:		4
BIOL 412 & 412L	Cellular Biology and Cellular Biology Lab	4
BIOL 413 & 413L	Plant Physiology and Plant Physiology Lab	4
BIOL 414 & 414L	Vertebrate Physiology and Vertebrate Physiology Lab	4
BIOL 493	Seminar	1
Total Credits		30

Specific Concentration Requirements

Course	Title	Credits
Required Biology Core		
Biology Core with one of the following:		30
BIOL 493	SEMINAR	1
or CHEM 493	SEMINAR	
Adviser Approved Biology Electives		
Select 10 credits		10
Required Support Courses		
MATH 126	CALCULUS AND ANALYTIC GEOMETRY I	5
MATH 224	CALCULUS AND ANALYTIC GEOMETRY II	5
Select one of the following sequences:		8-10
Sequence A:		
PHYS 201 & 201L	PRINCIPLES OF PHYSICS I and PRINCIPLES OF PHYSICS LAB I	4
PHYS 202 & 202L	PRINCIPLES OF PHYSICS II and PRINCIPLES OF PHYSICS II LAB	4
Sequence B:		
PHYS 221 & 221L	GENERAL PHYSICS I and GENERAL PHYSICS I LAB	5
PHYS 222 & 222L	GENERAL PHYSICS II and GENERAL PHYSICS II LAB	5
COMR 103	SPEAKING AND LISTENING	3
Chemistry Core		
CHEM 121 & 121L	GENERAL CHEMISTRY I and GENERAL CHEMISTRY LAB I	5

CHEM 122 & 122L	GENERAL CHEMISTRY II and GENERAL CHEMISTRY LAB II	5
CHEM 221 & 221L	Inorganic Chemistry and Inorganic Chem Lab	4
CHEM 301 & 301L	ORGANIC CHEMISTRY I and ORGANIC CHEMISTRY LAB I	5
CHEM 302 & 302L	ORGANIC CHEMISTRY II and ORGANIC CHEMISTRY LAB II	5
CHEM 317 & 317L	QUANTITATIVE ANALYSIS and QUANTITATIVE ANALYSIS LAB	5
CHEM 321	PHYSICAL CHEMISTRY I	3
CHEM 322	PHYSICAL CHEMISTRY II	3
CHEM 419 & 419L	INSTRUMENTAL ANALYSIS and INSTRUMENTAL ANALYSIS LAB	5
Institutional and General Education		
Select 21 credits		21
Total Credits		122-124

Biology: Biomedical Sciences Concentration, Bachelor of Science

Expected Student Outcomes

- Students will develop a broad-based knowledge of concepts and terminology in molecular, cellular, organismal, and ecological biology.
- Students will develop applied scientific skills though field and laboratory experience and data analysis.
- 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.

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.

Specific Program 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 (1.00 c.h.), 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.

Specific Core Requirements

Course	Title	Credits
BIOL 171	First Year Seminar	1
BIOL 181 & 181L	College Biology I/Organismal Bio and College Biology I/Organismal Bio Lab	4
BIOL 182 & 182L	College Biology II/Cellular Biology and College Biology II/Cellular Bio Lab	4
Select one of the following:		4
BIOL 201 & 201L	Botany and Botany Laboratory	4
BIOL 202 & 202L	Zoology and Zoology Laboratory	4
BIOL 301 & 301L	General Microbiology and General Microbiology Lab	5
BIOL 350	Mendelian and Population Genetics	2
BIOL 351	Molecular Biology and Genetics	2
BIOL 352	Evolutionary Biology and Ecology	3
Select one of the following:		4
BIOL 412 & 412L	Cellular Biology and Cellular Biology Lab	4
BIOL 413 & 413L	Plant Physiology and Plant Physiology Lab	4
BIOL 414 & 414L	Vertebrate Physiology and Vertebrate Physiology Lab	4
BIOL 493	Seminar	1
Total Credits		30

Specific Concentration Requirements

This concentration includes pre-professional programs: Chiropractic, Dental, Medical, Medical Laboratory Science, Occupational Therapy, Pharmacy, Physical Therapy, Physician Assistant, and Veterinary Medicine.

See Basic Biology Concentration above and consult with academic advisor 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.

Biology: Cellular & Molecular Biosciences Concentration, Bachelor of Science

Expected Student Outcomes

- Students will develop a broad-based knowledge of concepts and terminology in molecular, cellular, organismal, and ecological biology.

- Students will develop applied scientific skills though field and laboratory experience and data analysis.
- 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.

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.

Specific Program 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 (1.00 c.h.), 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.

Specific Core Requirements

Course	Title	Credits
BIOL 171	First Year Seminar	1
BIOL 181 & 181L	College Biology I/Organismal Bio and College Biology I/Organismal Bio Lab	4
BIOL 182 & 182L	College Biology II/Cellular Biology and College Biology II/Cellular Bio Lab	4
Select one of the following:		4
BIOL 201 & 201L	Botany and Botany Laboratory	4
BIOL 202 & 202L	Zoology and Zoology Laboratory	4
BIOL 301 & 301L	General Microbiology and General Microbiology Lab	5
BIOL 350	Mendelian and Population Genetics	2
BIOL 351	Molecular Biology and Genetics	2
BIOL 352	Evolutionary Biology and Ecology	3

Course	Title	Credits
Select one of the following:		4
BIOL 412 & 412L	Cellular Biology and Cellular Biology Lab	4
BIOL 413 & 413L	Plant Physiology and Plant Physiology Lab	4
BIOL 414 & 414L	Vertebrate Physiology and Vertebrate Physiology Lab	4
BIOL 493	Seminar	1
Total Credits		30

Specific Concentration Requirements

Course	Title	Credits
Required Biology Core Courses		
Biology Required Core with the following:		30
BIOL 412 & 412L	CELLULAR BIOLOGY and CELLULAR BIOLOGY LAB	4
Required Elective Courses		
BIOL 351L	MOLECULAR BIOLOGY & GENETICS LABORATORY	2
CHEM 311 or CHEM 411	BIOCHEMISTRY SURVEY BIOCHEMISTRY I	3
Adviser Approved Upper Division Biology Electives		
Select 10 credits		10
Required Support Courses		
CHEM 121 & 121L	GENERAL CHEMISTRY I and GENERAL CHEMISTRY LAB I	5
CHEM 122 & 122L	GENERAL CHEMISTRY II and GENERAL CHEMISTRY LAB II	5
CHEM 301 & 301L	ORGANIC CHEMISTRY I and ORGANIC CHEMISTRY LAB I	5
CHEM 302 & 302L	ORGANIC CHEMISTRY II and ORGANIC CHEMISTRY LAB II	5
MATH 156	INTRODUCTION TO STATISTICS	3
MATH 221	APPLIED CALC: AN INTUITIVE APPROACH	4
Select one of the following sequences:		8-10
Sequence A:		
PHYS 201 & 201L	PRINCIPLES OF PHYSICS I and PRINCIPLES OF PHYSICS LAB I	4
PHYS 202 & 202L	PRINCIPLES OF PHYSICS II and PRINCIPLES OF PHYSICS II LAB	4
Sequence B:		
PHYS 221 & 221L	GENERAL PHYSICS I and GENERAL PHYSICS I LAB	5
PHYS 222 & 222L	GENERAL PHYSICS II and GENERAL PHYSICS II LAB	5
COMR 103	SPEAKING AND LISTENING (H)	3
Institutional and General Education		
Select 21 credits		21
General Electives		
Select 14-16 credits		14-16
Total Credits		118-122

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides

only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Course	Title	Credits
Year 1		
Fall		
BIOL 171	First Year Seminar	1
BIOL 181 & 181L	College Biology I/Organismal Bio (GT-SC2) and College Biology I/Organismal Bio Lab (GT-SC1)	4
CHEM 121 & 121L	General Chemistry I (GT-SC2) and General Chemistry Lab I (GT-SC1)	5
ENG 101	Rhetoric & Writing I (GT-CO1)	3
	Credits	13
Spring		
BIOL 182 & 182L	College Biology II/Cellular Biology (GT-SC2) and College Biology II/Cellular Bio Lab (GT-SC1)	4
CHEM 122 & 122L	General Chemistry II (GT-SC2) and General Chemistry Lab II (GT-SC1)	5
ENG 102	Rhetoric & Writing II (GT-CO2)	3
MATH 221	Applied Calc: An Intuitive Approach (GT-MA1)	4
	Credits	16
Year 2		
Fall		
BIOL 201 or BIOL 202	Botany (GT-SC2) or Zoology	2
BIOL 201L or BIOL 202L	Botany Laboratory (GT-SC1) or Zoology Laboratory	2
CHEM 301 & 301L	Organic Chemistry I and Organic Chemistry Lab I	5
PHYS 201 or PHYS 221	Principles of Physics I (GT-SC2) or General Physics I (GT-SC2)	3-4
PHYS 201L or PHYS 221L	Principles of Physics Lab I (GT-SC1) or General Physics I Lab (GT-SC1)	1
MATH 156	Introduction to Statistics (GT-MA1)	3
	Credits	16-17
Spring		
BIOL 350	Mendelian and Population Genetics	2
CHEM 302 & 302L	Organic Chemistry II and Organic Chemistry Lab II	5
COMR 103	Speaking and Listening	3
PHYS 202 or PHYS 222	Principles Of Physics II (GT-SC2) or General Physics II (GT-SC2)	3-4
PHYS 202L or PHYS 222L	Principles Of Physics II Lab (GT-SC1) or General Physics II Lab (GT-SC1)	1
General Education		3
	Credits	17-18
Year 3		
Fall		
BIOL 301 & 301L	General Microbiology and General Microbiology Lab	5
CHEM 311 or CHEM 411	Biochemistry Survey or Biochemistry I	3
General Education		6
	Credits	14
Spring		
BIOL 351 & 351L	Molecular Biology and Genetics and Molecular Biology & Genetics Laboratory	4
BIOL 352	Evolutionary Biology and Ecology	3
General Education		6

Elective		3
	Credits	16
Year 4		
Fall		
Elective	7 credits must be upper division Biology course.	14
	Credits	14
Spring		
BIOL 412 & 412L	Cellular Biology and Cellular Biology Lab	4
BIOL 493	Seminar	1
Elective	3 credits must be upper division Biology course.	9
	Credits	14
	Total Credits	120-122

Biology: Environmental Biosciences Concentration, Bachelor of Science

Expected Student Outcomes

- Students will develop a broad-based knowledge of concepts and terminology in molecular, cellular, organismal, and ecological biology.
- Students will develop applied scientific skills though field and laboratory experience and data analysis.
- 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.

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.

Specific Program 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 (1.00 c.h.), 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.

Specific Core Requirements

Course	Title	Credits
BIOL 171	First Year Seminar	1
BIOL 181 & 181L	College Biology I/Organismal Bio and College Biology I/Organismal Bio Lab	4
BIOL 182 & 182L	College Biology II/Cellular Biology and College Biology II/Cellular Bio Lab	4
Select one of the following:		4
BIOL 201 & 201L	Botany and Botany Laboratory	4
BIOL 202 & 202L	Zoology and Zoology Laboratory	4
BIOL 301 & 301L	General Microbiology and General Microbiology Lab	5
BIOL 350	Mendelian and Population Genetics	2
BIOL 351	Molecular Biology and Genetics	2
BIOL 352	Evolutionary Biology and Ecology	3
Select one of the following:		4
BIOL 412 & 412L	Cellular Biology and Cellular Biology Lab	4
BIOL 413 & 413L	Plant Physiology and Plant Physiology Lab	4
BIOL 414 & 414L	Vertebrate Physiology and Vertebrate Physiology Lab	4
BIOL 493	Seminar	1
Total Credits		30

Specific Concentration Requirements

This concentration includes Pre-Ecology and Pre-Forestry/wildlife.

Course	Title	Credits
Required Biology Core Courses		
Biology Core Courses with both of the following:		34
BIOL 201 & 201L	BOTANY and BOTANY LABORATORY	4
BIOL 202 & 202L	ZOOLOGY and ZOOLOGY LABORATORY	4
Adviser Approved Upper Division Biology Electives		
Select at least two Ecology/Environmental courses from the following:		7-8
BIOL 443 & 443L	LIMNOLOGY and LIMNOLOGY LAB	4
BIOL 453 & 453L	ECOLOGY and ECOLOGY FIELD STUDIES	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
Select at least one Taxonomy course from the following:		3-4
BIOL 479 & 479L	ICHTHYOLOGY and ICHTHYOLOGY LABORATORY	3

Course	Title	Credits
BIOL 481 & 481L	ENTOMOLOGY and ENTOMOLOGY LAB	3
BIOL 482 & 482L	HERPETOLOGY and HERPETOLOGY LAB	3
BIOL 483 & 483L	MAMMALOGY and MAMMALOGY LAB	3
BIOL 484 & 484L	ORNITHOLOGY and ORNITHOLOGY LAB	3
BIOL 485 & 485L	PLANT TAXONOMY and PLANT TAXONOMY LAB	4
Required Support Courses		
CHEM 121 & 121L	GENERAL CHEMISTRY I and GENERAL CHEMISTRY LAB I	5
CHEM 122 & 122L	GENERAL CHEMISTRY II and GENERAL CHEMISTRY LAB II	5
CHEM 301 & 301L	ORGANIC CHEMISTRY I and ORGANIC CHEMISTRY LAB I	5
CHEM 302 & 302L	ORGANIC CHEMISTRY II and ORGANIC CHEMISTRY LAB II	5
MATH 156	INTRODUCTION TO STATISTICS	3
MATH 221	APPLIED CALC: AN INTUITIVE APPROACH	4
Select one of the following sequences:		8-10
Sequence A:		
PHYS 201 & 201L	PRINCIPLES OF PHYSICS I and PRINCIPLES OF PHYSICS LAB I	4
PHYS 202 & 202L	PRINCIPLES OF PHYSICS II and PRINCIPLES OF PHYSICS II LAB	4
Sequence B:		
PHYS 221 & 221L	GENERAL PHYSICS I and GENERAL PHYSICS I LAB	5
PHYS 222 & 222L	GENERAL PHYSICS II and GENERAL PHYSICS II LAB	5
COMR 103	SPEAKING AND LISTENING (H)	3
Institutional and General Education		
Select 21 credits		21
General Electives		
Select 14-16 credits		14-16
Total Credits		117-123

Biology: Secondary Certification Concentration, Bachelor of Science

Expected Student Outcomes

- Students will develop a broad-based knowledge of concepts and terminology in molecular, cellular, organismal, and ecological biology.
- Students will develop applied scientific skills though field and laboratory experience and data analysis.
- 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.

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.

Specific Program 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 (1.00 c.h.), 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.

Specific Concentration Requirements

Students completing a major in Biology with a concentration in Secondary Education are required to complete a minor in Education and meet all other requirements outlined by the Teacher Education Program.

Course	Title	Credits
Required Courses		
BIOL 181 & 181L	COLLEGE BIOLOGY I/ORGANISMAL BIO and COLLEGE BIOLOGY I/ORGANISMAL BIO LAB	4
BIOL 182 & 182L	COLLEGE BIOLOGY II/CELLULAR BIOLOGY and COLLEGE BIOLOGY II/CELLULAR BIO LAB	4
Select one of the following:		4
BIOL 201 & 201L	BOTANY and BOTANY LABORATORY	4
BIOL 202 & 202L	ZOOLOGY and ZOOLOGY LABORATORY	4
BIOL 350	MENDELIAN AND POPULATION GENETICS	2
BIOL 351	MOLECULAR BIOLOGY AND GENETICS	2
Select one of the following:		4-5
BIOL 206 & 206L	INTRODUCTION TO MICROBIOLOGY and INTRODUCTION TO MICROBIOLOGY LAB	4
BIOL 301 & 301L	GENERAL MICROBIOLOGY and GENERAL MICROBIOLOGY LAB	5
Select one of the following:		4
BIOL 223 & 223L	HUMAN PHYSIOLOGY AND ANATOMY I and HUMAN PHYSIOLOGY AND ANATOMY I LAB	4
BIOL 224 & 224L	HUMAN PHYSIOLOGY AND ANATOMY II and HUMAN PHYSIOLOGY AND ANATOMY II LAB	4
BIOL 414 & 414L	VERTEBRATE PHYSIOLOGY and VERTEBRATE PHYSIOLOGY LAB	4
BIOL 352	EVOLUTIONARY BIOLOGY AND ECOLOGY	3
BIOL 378	LABORATORY IN TEACHING BIOLOGY	1
Select one Biology Upper Division Field Elective/Lab		3-4
Select one Approved Biology Upper Division Elective/Lab		3
BIOL 493	SEMINAR	1
CHEM 121 & 121L	GENERAL CHEMISTRY I and GENERAL CHEMISTRY LAB I	5
CHEM 122 & 122L	GENERAL CHEMISTRY II and GENERAL CHEMISTRY LAB II	5
Select one of the following:		4-5
CHEM 211 & 211L	INTRODUCTION TO ORGANIC CHEMISTRY and INTRO TO ORGANIC CHEMISTRY LAB	4
CHEM 301 & 301L	ORGANIC CHEMISTRY I and ORGANIC CHEMISTRY LAB I	5
GEOL 101 & 101L	EARTH SCIENCE and EARTH SCIENCE LAB	4
MATH 221	APPLIED CALC: AN INTUITIVE APPROACH	4
PHYS 201 & 201L	PRINCIPLES OF PHYSICS I and PRINCIPLES OF PHYSICS LAB I	4
PHYS 202 & 202L	PRINCIPLES OF PHYSICS II and PRINCIPLES OF PHYSICS LAB II	4
Education Minor		
Education Minor		34
Institutional and General Education Courses		
Select 24 credits to include the following:		24
PSYC 151 or PSYC 251	HUMAN DEVELOPMENT CHILDHOOD AND ADOLESCENCE	3.0
COMR 103	SPEAKING AND LISTENING (grade of B or better required)	3
Total Credits		123-126

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Note: Students completing a major with a concentration in Secondary Education are required to complete a minor in Education and to meet all other requirements outlined by the Teacher Education Program.

*COMR 103 is required for admission into the Teacher Education Program.

Course	Title	Credits
Year 1		
Fall		
BIOL 181 & 181L	College Biology I/Organismal Bio (GT-SC2) and College Biology I/Organismal Bio Lab (GT-SC1)	4
CHEM 121 & 121L	General Chemistry I (GT-SC2) and General Chemistry Lab I (GT-SC1)	5
ED 202	Foundations of Education	3
ENG 101	Rhetoric & Writing I (GT-CO1)	3
	Credits	15
Spring		
BIOL 182 & 182L	College Biology II/Cellular Biology (GT-SC2) and College Biology II/Cellular Bio Lab (GT-SC1)	4
CHEM 122 & 122L	General Chemistry II (GT-SC2) and General Chemistry Lab II (GT-SC1)	5
MATH 221	Applied Calc: An Intuitive Approach (GT-MA1)	4
ENG 102	Rhetoric & Writing II (GT-CO2)	3
	Credits	16
Year 2		
Fall		
BIOL 350	Mendelian and Population Genetics	2
BIOL 201 or BIOL 202	Botany (GT-SC2) or Zoology	2
BIOL 201L or BIOL 202L	Botany Laboratory (GT-SC1) or Zoology Laboratory	2
COMR 103	Speaking and Listening (*)	3
ED 280	Educational Media and Technology	3
General Education		3
	Credits	15
Spring		
BIOL 351	Molecular Biology and Genetics	2
CHEM 211 or CHEM 301	Introduction to Organic Chemistry or Organic Chemistry I	3
CHEM 211L or CHEM 301L	Intro to Organic Chemistry Lab or Organic Chemistry Lab I	1-2
ED 301	Frameworks of Teaching	4
PHYS 201 & 201L	Principles of Physics I (GT-SC2) and Principles of Physics Lab I (GT-SC1)	4
PSYC 151 or PSYC 251	Human Development (GT-SS3) or Childhood and Adolescence	3
	Credits	17-18
Year 3		
Fall		
BIOL 223 or BIOL 224 or BIOL 414	Human Physiology and Anatomy I (GT-SC2) or Human Physiology and Anatomy II (GT-SC2) or Vertebrate Physiology	3
BIOL 223L or BIOL 224L or BIOL 414L	Human Physiology and Anatomy I Lab (GT-SC1) or Human Physiology and Anatomy II Lab (GT-SC1) or Vertebrate Physiology Lab	1
PHYS 202 & 202L	Principles Of Physics II (GT-SC2) and Principles Of Physics II Lab (GT-SC1)	4
RDG 435	Content Area Literacy	4
General Education		3
	Credits	15
Spring		
BIOL 352	Evolutionary Biology and Ecology	3
BIOL 378	Laboratory in Teaching Biology	1
ED 412	Teaching Diverse Learners	3
GEOL 101 & 101L	Earth Science (GT-SC2) and Earth Science Lab (GT-SC1)	4
General Education		3
Elective Must be upper division Biology course.		3
	Credits	17

Course	Title	Credits
Year 4		
Fall		
BIOL 206 or BIOL 301	Introduction to Microbiology or General Microbiology	3
BIOL 206L or BIOL 301L	Introduction to Microbiology Lab or General Microbiology Lab	1-2
BIOL 493	Seminar	1
ED 444	Teaching Secondary Science	4
General Education		3
Elective Must be upper division Biology course.		3
	Credits	15-16
Spring		
ED 485	Capstone Seminar in Education	1
ED 488	Student Teaching Secondary	12
	Credits	13
	Total Credits	123-125

Wildlife & Natural Resources: Aquatic Concentration, Bachelor of Science

Wildlife & Natural Resources Program

Majoring 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, conservation organizations, and higher academic degrees. Carefully supervised career planning is provided to all students.

The Wildlife and Natural Resources Program offers Aquatic and Terrestrial concentration 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 encourages to take the Graduate Record Examination (GRE) to prepare for graduate study.

Specific Program 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 (1.00 c.h.), 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.

Course	Title	Credits
Wildlife and Natural Resources Core (Aquatic)		
BIOL 171	FIRST YEAR SEMINAR	1
BIOL 181 & 181L	COLLEGE BIOLOGY I/ORGANISMAL BIO and COLLEGE BIOLOGY I/ORGANISMAL BIO LAB	4
BIOL 182 & 182L	COLLEGE BIOLOGY II/CELLULAR BIOLOGY and COLLEGE BIOLOGY II/CELLULAR BIO LAB	4
BIOL 201 & 201L	BOTANY and BOTANY LABORATORY	4
BIOL 202 & 202L	ZOOLOGY and ZOOLOGY LABORATORY	4
BIOL 350	MENDELIAN AND POPULATION GENETICS	2
BIOL 352	EVOLUTIONARY BIOLOGY AND ECOLOGY	3
WANR 303	NAT RESOURCE POLICY & ADMIN	3
WANR 304	HUMAN DIMENSIONS IN NAT RES MGMT	3
BIOL 493	SEMINAR	1
Support Courses		
CHEM 121 & 121L	GENERAL CHEMISTRY I and GENERAL CHEMISTRY LAB I	5
CHEM 211 & 211L	INTRODUCTION TO ORGANIC CHEMISTRY and INTRO TO ORGANIC CHEMISTRY LAB	4
MATH 156	INTRODUCTION TO STATISTICS	3
MATH 221	APPLIED CALC: AN INTUITIVE APPROACH	4
COMR 103	SPEAKING AND LISTENING	3
WANR 475	SCIENCE COMMUNICATION	3
Select at least **two** Physical Science Course from the following:		3
GEOL 101	EARTH SCIENCE	3.0
PHYS 201	PRINCIPLES OF PHYSICS I	3.0
BIOL 461	APPLIED GEOSPATIAL TECHNOLOGY (GIS/GPS)	
Upper Division Electives		
BIOL 441 & 441L	FRESHWATER INVERTEBRATE ZOOLOGY and FRESHWATER INVERTEBRATE ZOOLOGY LAB	4
BIOL 443 & 443L	LIMNOLOGY and LIMNOLOGY LAB	4
BIOL 453 & 453L	ECOLOGY and ECOLOGY FIELD STUDIES	4
BIOL 479 & 479L	ICHTHYOLOGY and ICHTHYOLOGY LABORATORY	3
WANR 401 & 401L	FISHERIES SCIENCE and FISHERIES SCIENCE LAB	3
WANR 410	AQUACULTURE	3
Select 6 credits in Advisor-Approved Upper Division Electives		6
Institutional and General Education		
Select 21 credits		21
General Electives		
Select 12 credits		12
Total Credits		120

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Course	Title	Credits
Year 1		
Fall		
BIOL 171	First Year Seminar	1
BIOL 181 & 181L	College Biology I/Organismal Bio (GT-SC2) and College Biology I/Organismal Bio Lab (GT-SC1)	4
CHEM 121 & 121L	General Chemistry I (GT-SC2) and General Chemistry Lab I (GT-SC1)	5
COMR 103	Speaking and Listening	3
ENG 101	Rhetoric & Writing I (GT-CO1)	3
	Credits	16
Spring		
BIOL 182 & 182L	College Biology II/Cellular Biology (GT-SC2) and College Biology II/Cellular Bio Lab (GT-SC1)	4
CHEM 211 & 211L	Introduction to Organic Chemistry and Intro to Organic Chemistry Lab	4
ENG 102	Rhetoric & Writing II (GT-CO2)	3
General Education		3
	Credits	14

Year 2

Fall

BIOL 202 & 202L	Zoology and Zoology Laboratory	4
BIOL 350	Mendelian and Population Genetics	2
MATH 156	Introduction to Statistics (GT-MA1)	3
PHYS 201 & 201L	Principles of Physics I (GT-SC2) and Principles of Physics Lab I (GT-SC1)	4
Elective Must be a Communication course.		3
	Credits	16

Spring

BIOL 201 & 201L	Botany (GT-SC2) and Botany Laboratory (GT-SC1)	4
BIOL 352	Evolutionary Biology and Ecology	3
MATH 221	Applied Calc: An Intuitive Approach (GT-MA1)	4
General Education		3
	Credits	14

Year 3

Fall

BIOL 479 & 479L	Ichthyology and Ichthyology Laboratory	3
GEOL 101 & 101L	Earth Science (GT-SC2) and Earth Science Lab (GT-SC1)	4
General Education		6
Elective		3
	Credits	16

Spring

BIOL 443 & 443L	Limnology and Limnology Lab	4
WANR 303	Nat Resource Policy & Admin	3
Elective Must be upper division Biology course.		7
	Credits	14

Year 4

Fall

BIOL 453 & 453L	Ecology and Ecology Field Studies	4
WANR 304	Human Dimensions in Nat Res Mgmt	3
General Education		3
Elective		6
	Credits	16

Spring

BIOL 441 & 441L	Freshwater Invertebrate Zoology and Freshwater Invertebrate Zoology Lab	4
BIOL 493	Seminar	1
WANR 401 & 401L	Fisheries Science and Fisheries Science Lab	3
Elective 3 credits must be upper division Biology course.		6
	Credits	14
	Total Credits	120

Wildlife & Natural Resources: Terrestrial Concentration, Bachelor of Science

Wildlife & Natural Resources Program

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 concentration 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 encourages to take the Graduate Record Examination (GRE) to prepare for graduate study.

Specific Program 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 (1.00 c.h.), 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.

Course	Title	Credits
Biology Courses		
BIOL 171	FIRST YEAR SEMINAR	1
BIOL 181 & 181L	COLLEGE BIOLOGY I/ORGANISMAL BIO and COLLEGE BIOLOGY I/ORGANISMAL BIO LAB	4
BIOL 182 & 182L	COLLEGE BIOLOGY II/CELLULAR BIOLOGY and COLLEGE BIOLOGY II/CELLULAR BIO LAB	4
BIOL 201 & 201L	BOTANY and BOTANY LABORATORY	4
BIOL 202 & 202L	ZOOLOGY and ZOOLOGY LABORATORY	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
Required Support Courses		
CHEM 121 & 121L	GENERAL CHEMISTRY I and GENERAL CHEMISTRY LAB I	5
CHEM 211 & 211L	INTRODUCTION TO ORGANIC CHEMISTRY and INTRO TO ORGANIC CHEMISTRY LAB	4
MATH 156	INTRODUCTION TO STATISTICS	3
MATH 221	APPLIED CALC: AN INTUITIVE APPROACH	4
COMR 103	SPEAKING AND LISTENING	3
Support Course Electives		
Select at least **one** science course from the following:		4
PHYS 201 & 201L	PRINCIPLES OF PHYSICS I and PRINCIPLES OF PHYSICS LAB I	4
GEOL 101 & 101L	EARTH SCIENCE and EARTH SCIENCE LAB	4
Select communications course:		3
WANR 475	SCIENCE COMMUNICATION	3
Select MATH course		3
MATH 550	STATISTICAL METHODS	3
Upper Division Electives		
Select at least **two** terrestrial vertebrate courses from the following:		6
BIOL 482 & 482L	HERPETOLOGY and HERPETOLOGY LAB	3
BIOL 483 & 483L	MAMMALOGY and MAMMALOGY LAB	3
BIOL 484 & 484L	ORNITHOLOGY and ORNITHOLOGY LAB	3
Select at least **one** zoology course from the following:		3-5
BIOL 321 & 321L	COMPARATIVE VERTEBRATE ANATOMY and COMPARATIVE VERTEBRATE ANATOMY LAB	5
BIOL 414 & 414L	VERTEBRATE PHYSIOLOGY and VERTEBRATE PHYSIOLOGY LAB	4
BIOL 441 & 441L	FRESHWATER INVERTEBRATE ZOOLOGY and FRESHWATER INVERTEBRATE ZOOLOGY LAB	4
BIOL 454	BEHAVIORAL ECOLOGY	3
BIOL 479 & 479L	ICHTHYOLOGY and ICHTHYOLOGY LABORATORY	3
BIOL 481 & 481L	ENTOMOLOGY and ENTOMOLOGY LAB	3
BIOL 482 & 482L	HERPETOLOGY and HERPETOLOGY LAB	3
The third of the terrestrial vertebrate courses above		3
Select at least **one** botany course from the following:		3-4
BIOL 413 & 413L	PLANT PHYSIOLOGY and PLANT PHYSIOLOGY LAB	4
BIOL 485 & 485L	PLANT TAXONOMY and PLANT TAXONOMY LAB	4
BIOL 486	FIELD BOTANY	3
Select at least **two** policy and administration courses from the following:		6
BIOL 462	ENVIRONMENTAL POLICY & MANAGEMENT	3
REC 483	SUSTAINABLE PRACTICES	3
WANR 303	NAT RESOURCE POLICY & ADMIN	3
WANR 304	HUMAN DIMENSIONS IN NAT RES MGMT	3
Advisor-Approved Upper Division Electives		
Select 9-12 credits; the following are recommended:		9-12
WANR 430	WILDLIFE & FISHERIES TECHNIQUES	4
WANR 421	WILDLIFE CONSERVATION	3
BIOL 453 & 453L	ECOLOGY and ECOLOGY FIELD STUDIES	4
BIOL 461	APPLIED GEOSPATIAL TECHNOLOGY (GIS/GPS)	3
BIOL 479 & 479L	ICHTHYOLOGY and ICHTHYOLOGY LABORATORY	3
Institutional and General Education		
Select 21 credits		21
General Electives		
Select 11-13 credits		11-13
Total Credits		125-133

General Education

The general education requirement for graduation includes a total of 35 semester credits in two categories: Skills Component and Knowledge Component. Please see the General Education Requirement section under Academic Policies for more information.

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Course	Title	Credits
Year 1		
Fall		
BIOL 171	First Year Seminar	1
BIOL 181 & 181L	College Biology I/Organismal Bio (GT-SC2) and College Biology I/Organismal Bio Lab (GT-SC1)	4
CHEM 121 & 121L	General Chemistry I (GT-SC2) and General Chemistry Lab I (GT-SC1)	5
COMR 103	Speaking and Listening	3
ENG 101	Rhetoric & Writing I (GT-CO1)	3
	Credits	16
Spring		
BIOL 182 & 182L	College Biology II/Cellular Biology (GT-SC2) and College Biology II/Cellular Bio Lab (GT-SC1)	4
CHEM 211 & 211L	Introduction to Organic Chemistry and Intro to Organic Chemistry Lab	4
ENG 102	Rhetoric & Writing II (GT-CO2)	3
MATH 221	Applied Calc: An Intuitive Approach (GT-MA1)	4
	Credits	15
Year 2		
Fall		
BIOL 202 & 202L	Zoology and Zoology Laboratory	4
BIOL 352	Evolutionary Biology and Ecology	3
MATH 156	Introduction to Statistics (GT-MA1)	3
Elective	3 credits must be Communication course. 3 credits must be Science course.	6
	Credits	16
Spring		
BIOL 201 & 201L	Botany (GT-SC2) and Botany Laboratory (GT-SC1)	4
WANR 302	Principles of Wildlife Management	3
General Education		9
	Credits	16
Year 3		
Fall		
MATH 356	Statistics for Engineers and Scientists	3
General Education		3
Elective	Must be upper division Botany and Zoology course.	6-9
	Credits	12-15
Spring		
General Education		3
Elective	3 credits must be upper division Biology course. 3 credits each of Policy & Admin and Terrestrial Vertebrates course.	12
	Credits	15
Year 4		
Fall		
BIOL 453 & 453L	Ecology and Ecology Field Studies	4
Elective	6 credits must be upper division Biology course; 3 credits must be Policy & Admin course.	12
	Credits	16
Spring		
BIOL 493	Seminar	1
WANR 402	Management of Endangered Species	3
Elective	Must be upper division credits; 3 credits must be Terrestrial Vertebrates course.	8-14
	Credits	12-18
	Total Credits	118-127

Chemistry Department

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 concentration 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 concentration.

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 advisor, as well as the chemistry advisor, to assure that specific course requirements are completed.

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.

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 concentration* is recommended for pre-professional students completing the BS in chemistry. Pre-professional students must work closely with academic advisors to ensure completion of specific curricular requirements needed for admission into specific professional programs.

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

Academic Programs

- Biochemistry 3+2 Plan, Joint Bachelor of Science/Master of Science (p. 327)
- Biochemistry, Master of Science (p. 327)
- Cannabis Biology & Chemistry: Analytical Concentration, Bachelor of Science (p. 328)
- Cannabis Biology & Chemistry: Natural Products Concentration, Bachelor of Science (p. 330)
- Chemistry 3+2 Plan, Joint Bachelor of Science/Master of Science (p. 331)
- Chemistry, Master of Science (p. 331)
- Chemistry, Minor (p. 333)
- Chemistry: ACS Certified Concentration, Bachelor of Science (p. 333)
- Chemistry: Basic Chemistry Concentration, Bachelor of Science (p. 335)
- Chemistry: Biochemistry Concentration, Bachelor of Science (p. 336)
- Chemistry: Double Major Concentration, Bachelor of Science (p. 338)
- Chemistry: Environmental Chemistry Concentration, Bachelor of Science (p. 339)
- Chemistry: Secondary Teaching Certification Concentration, Bachelor of Science (p. 341)

Biochemistry 3+2 Plan, Joint Bachelor of Science/Master of Science

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.

Specific requirements for the 3+2 program are included in the Biochemistry MS description of the College of Science, Technology, Engineering, 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.

Specific Program Requirements

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:

Course	Title	Credits
CHEM 121 & 121L	GENERAL CHEMISTRY I and GENERAL CHEMISTRY LAB I	5
CHEM 122 & 122L	GENERAL CHEMISTRY II and GENERAL CHEMISTRY LAB II	5
CHEM 301 & 301L	ORGANIC CHEMISTRY I and ORGANIC CHEMISTRY LAB I	5
CHEM 302 & 302L	ORGANIC CHEMISTRY II and ORGANIC CHEMISTRY LAB II	5
BIOL 301 & 301L	GENERAL MICROBIOLOGY and GENERAL MICROBIOLOGY LAB	5
BIOL 351	MOLECULAR BIOLOGY AND GENETICS	2
MATH 224 or MATH 156	CALCULUS AND ANALYTIC GEOMETRY II INTRODUCTION TO STATISTICS	5
Select one of the following:		4-5
PHYS 202 & 202L	PRINCIPLES OF PHYSICS II and PRINCIPLES OF PHYSICS II LAB	4
PHYS 222 & 222L	GENERAL PHYSICS II and GENERAL PHYSICS II LAB	5

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.

Biochemistry, Master of Science

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, 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 (3 c.h.), 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 Seminar (1 c.h.)) that will be evaluated by cognizant 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 media.

Specific Program 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 credit hours). 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 advisor 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 FOUNDATIONS IN GRADUATE STUDIES (3.00 c.h.). 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

Course	Title	Credits
Required Courses		
CHEM 510	FOUNDATIONS IN GRADUATE STUDIES	3
CHEM 589	THESIS DEFENSE	1
CHEM 593	SEMINAR	1
CHEM 599	THESIS RESEARCH [1]	6
Core Courses		
CHEM 512	BIOCHEMISTRY II [2]	3
BIOL 512	CELLULAR BIOLOGY [2]	3
BIOL 540 & 540L	ADVANCED BIOTECHNIQUES and ADVANCED BIOTECHNIQUES LAB	4
CHEM 531	ADVANCED PHYSICAL CHEMISTRY	3
Elective Courses		
Select 6 credits		6
Total Credits		30

[1]   Students may enroll for a total of 6 credit hours of CHEM 599 THESIS RESEARCH (1.00 c.h.).

[2]   Labs are not required.

Electives

Elective courses may be selected from the following courses or others may be added with permission of the graduate committee.

Course	Title	Credits
BIOL 502	IMMUNOLOGY	3
BIOL 503	VIROLOGY	3
BIOL 552 & 552L	ADVANCED MICROSCOPY and ADVANCED MICROSCOPY LAB	4
CHEM 501 & 501L	ADVANCED ORGANIC CHEMISTRY and ADVANCED ORGANIC CHEMISTRY LAB	5
CHEM 513	MOLECULAR BASIS OF DISEASE	3
CHEM 519 & 519L	INSTRUMENTAL ANALYSIS and INSTRUMENTAL ANALYSIS LAB	5
CHEM 521	ADVANCED INORGANIC CHEMISTRY	3
CHEM 525	ENVIRONMENTAL CHEMISTRY	3
CHEM 529	ADVANCED ANALYTICAL CHEMISTRY	3
CHEM 591	SPECIAL TOPICS (Molecular Basis of Disease taught under Special Topics)	3
CHEM 592	RESEARCH	1-3
MATH 550	STATISTICAL METHODS	3

Cannabis Biology & Chemistry: Analytical Concentration, Bachelor of Science

Specific Program Requirements
Specific Core Requirements

Course	Title	Credits
BIOL 181	COLLEGE BIOLOGY I/ORGANISMAL BIO	3.00
BIOL 181L	COLLEGE BIOLOGY I/ORGANISMAL BIO LAB	1.00

BIOL 182	COLLEGE BIOLOGY II/CELLULAR BIOLOGY	3.00
BIOL 182L	COLLEGE BIOLOGY II/CELLULAR BIO LAB	1.00
BIOL 201	BOTANY	2.00
BIOL 201L	BOTANY LABORATORY	2.00
BIOL 465	ENVIRONMENTAL TOXICOLOGY	3.00
CHEM 121	GENERAL CHEMISTRY I	4.00
CHEM 121L	GENERAL CHEMISTRY LAB I	1.00
CHEM 122	GENERAL CHEMISTRY II	4.00
CHEM 122L	GENERAL CHEMISTRY LAB II	1.00
CHEM 301	ORGANIC CHEMISTRY I	3.00
CHEM 301L	ORGANIC CHEMISTRY LAB I	2.00
CHEM 302	ORGANIC CHEMISTRY II	3.00
CHEM 302L	ORGANIC CHEMISTRY LAB II	2.00
CHEM 311	BIOCHEMISTRY SURVEY	3.00
CBC 413	CANNABIS PHYSIOLOGY & GROWTH	3.00
CBC 413L	CANNABIS PHYSIOLOGY & GROWTH LAB	1.00
CBC 463	MEDICINAL CHEMISTRY & PHARMACOLOGY	3.00
CBC 493	SEMINAR (Seminar)	1.00

Specific Concentration Requirements

Course	Title	Credits
CHEM 170	ACADEMIC ORIENTATION	0.50
CHEM 317	QUANTITATIVE ANALYSIS	3.00
CHEM 317L	QUANTITATIVE ANALYSIS LAB	2.00
CHEM 322	PHYSICAL CHEMISTRY II	3.00
CHEM 370	ACADEMIC ENRICHMENT	0.50
CHEM 419	INSTRUMENTAL ANALYSIS	3.00
CHEM 419L	INSTRUMENTAL ANALYSIS LAB	2.00
CBC 422	NATURAL PRODUCTS EXTRACTION & ANALYSIS	3.00
CBC 422L	NATURAL PRODUCTS EXTRACTION & ANALYSIS LAB	1.00
MATH 126	CALCULUS AND ANALYTIC GEOMETRY I	5.00
MATH 224	CALCULUS AND ANALYTIC GEOMETRY II	5.00
PHYS 201	PRINCIPLES OF PHYSICS I	3.00
or PHYS 221	GENERAL PHYSICS I	
PHYS 202	PRINCIPLES OF PHYSICS II	3.00
or PHYS 222	GENERAL PHYSICS II	
Advisor Approved Electives		**5-7**
General Electives		**7-11**

Specific Graduation Requirements

Students majoring in Cannabis Biology & Chemistry are required to have a cumulative GPA of 2.000 or better in their chemistry and biology courses.

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Course	Title	Credits
Year 1		
Fall		
BIOL 181 & 181L	College Biology I/Organismal Bio (GT-SC2) and College Biology I/Organismal Bio Lab (GT-SC1)	4
CHEM 121 & 121L	General Chemistry I (GT-SC2) and General Chemistry Lab I (GT-SC1)	5
CHEM 170	Academic Orientation	0.5
ENG 101	Rhetoric & Writing I (GT-CO1)	3
General Education		3
	Credits	15.5
Spring		
BIOL 182 & 182L	College Biology II/Cellular Biology (GT-SC2) and College Biology II/Cellular Bio Lab (GT-SC1)	4
CHEM 122 & 122L	General Chemistry II (GT-SC2) and General Chemistry Lab II (GT-SC1)	5
ENG 102	Rhetoric & Writing II (GT-CO2)	3
General Education		3
	Credits	15
Year 2		
Fall		
BIOL 201 & 201L	Botany (GT-SC2) and Botany Laboratory (GT-SC1)	4
CHEM 301 & 301L	Organic Chemistry I and Organic Chemistry Lab I	5
MATH 126	Calculus and Analytic Geometry I (GT-MA1)	5
General Education		3
	Credits	17
Spring		
CHEM 302 & 302L	Organic Chemistry II and Organic Chemistry Lab II	5
MATH 224	Calculus and Analytic Geometry II	5
PHYS 221 or PHYS 201	General Physics I (GT-SC2) or Principles of Physics I (GT-SC2)	4
	Credits	14
Year 3		
Fall		
BIOL 465	Environmental Toxicology	3
CHEM 311	Biochemistry Survey	3
CHEM 317 & 317L	Quantitative Analysis and Quantitative Analysis Lab	5
CHEM 322	Physical Chemistry II	3
PHYS 222 or PHYS 202	General Physics II (GT-SC2) or Principles Of Physics II (GT-SC2)	4
	Credits	18
Spring		
CHEM 370	Academic Enrichment	0.5
CHEM 419 & 419L	Instrumental Analysis and Instrumental Analysis Lab	5
General Education		3
Elective ³ 3 credits must be approved by advisor.		6
	Credits	14.5
Year 4		
Fall		
CBC 413 & 413L	Cannabis Physiology & Growth and Cannabis Physiology & Growth Lab	4
CBC 493	Seminar	1
General Education		6
Elective Must be approved by advisor.		3
	Credits	14
Spring		
CBC 463	Medicinal Chemistry & Pharmacology	3
CBC 422 & 422L	Natural Products Extraction & Analysis and Natural Products Extraction & Analysis Lab	4

Elective [3 credits must be approved by advisor.]		6
	Credits	13
	Total Credits	121

Cannabis Biology & Chemistry: Natural Products Concentration, Bachelor of Science

Specific Program Requirements

Specific Core Requirements

Course	Title	Credits
BIOL 181	COLLEGE BIOLOGY I/ORGANISMAL BIO	3.00
BIOL 181L	COLLEGE BIOLOGY I/ORGANISMAL BIO LAB	1.00
BIOL 182	COLLEGE BIOLOGY II/CELLULAR BIOLOGY	3.00
BIOL 182L	COLLEGE BIOLOGY II/CELLULAR BIO LAB	1.00
BIOL 201	BOTANY	2.00
BIOL 201L	BOTANY LABORATORY	2.00
BIOL 465	ENVIRONMENTAL TOXICOLOGY	3.00
CHEM 121	GENERAL CHEMISTRY I	4.00
CHEM 121L	GENERAL CHEMISTRY LAB I	1.00
CHEM 122	GENERAL CHEMISTRY II	4.00
CHEM 122L	GENERAL CHEMISTRY LAB II	1.00
CHEM 301	ORGANIC CHEMISTRY I	3.00
CHEM 301L	ORGANIC CHEMISTRY LAB I	2.00
CHEM 302	ORGANIC CHEMISTRY II	3.00
CHEM 302L	ORGANIC CHEMISTRY LAB II	2.00
CHEM 311	BIOCHEMISTRY SURVEY	3.00
CBC 413	CANNABIS PHYSIOLOGY & GROWTH	3.00
CBC 413L	CANNABIS PHYSIOLOGY & GROWTH LAB	1.00
CBC 463	MEDICINAL CHEMISTRY & PHARMACOLOGY	3.00
CBC 493	SEMINAR	1.00

Specific Concentration Requirements

Course	Title	Credits
BIOL 171	FIRST YEAR SEMINAR	2.00
BIOL 350	MENDELIAN AND POPULATION GENETICS	2.00
BIOL 351	MOLECULAR BIOLOGY AND GENETICS	2.00
BIOL 422	NEUROBIOLOGY	3.00
MATH 126	CALCULUS AND ANALYTIC GEOMETRY I	5.00
or MATH 221	APPLIED CALC: AN INTUITIVE APPROACH	
CBC 401	MEDICINAL PLANT BIOCHEMISTRY	3.00
PHYS 201	PRINCIPLES OF PHYSICS I	3.00
or PHYS 221	GENERAL PHYSICS I	
PHYS 202	PRINCIPLES OF PHYSICS II	3.00
or PHYS 222	GENERAL PHYSICS II	
Advisor Approved Electives (At least 6 upper division credits)		**9-11**
General Electives		**15-19**

Specific Graduation Requirements

Students majoring in Cannabis Biology & Chemistry are required to have a cumulative GPA of 2.000 or better in their chemistry and biology courses.

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Course	Title	Credits
Year 1		
Fall		
BIOL 171	First Year Seminar	1
BIOL 181 & 181L	College Biology I/Organismal Bio (GT-SC2) and College Biology I/Organismal Bio Lab (GT-SC1)	4
CHEM 121 & 121L	General Chemistry I (GT-SC2) and General Chemistry Lab I (GT-SC1)	5
ENG 101	Rhetoric & Writing I (GT-CO1)	3
General Education		3
	Credits	16
Spring		
BIOL 182 & 182L	College Biology II/Cellular Biology (GT-SC2) and College Biology II/Cellular Bio Lab (GT-SC1)	4
CHEM 122 & 122L	General Chemistry II (GT-SC2) and General Chemistry Lab II (GT-SC1)	5
ENG 102	Rhetoric & Writing II (GT-CO2)	3
General Education		3
	Credits	15
Year 2		
Fall		
BIOL 201 & 201L	Botany (GT-SC2) and Botany Laboratory (GT-SC1)	4
BIOL 350	Mendelian and Population Genetics	2
MATH 126 or MATH 221	Calculus and Analytic Geometry I (GT-MA1) or Applied Calc: An Intuitive Approach (GT-MA1)	5
General Education		3
	Credits	14
Spring		
BIOL 351	Molecular Biology and Genetics	2
CHEM 301 & 301L	Organic Chemistry I and Organic Chemistry Lab I	5
PHYS 221 or PHYS 201	General Physics I (GT-SC2) or Principles of Physics I (GT-SC2)	4
General Education		6
	Credits	17
Year 3		
Fall		
CHEM 302 & 302L	Organic Chemistry II and Organic Chemistry Lab II	5
CHEM 311	Biochemistry Survey	3
PHYS 222 or PHYS 202	General Physics II (GT-SC2) or Principles Of Physics II (GT-SC2)	4
Elective		3
	Credits	15
Spring		
BIOL 422	Neurobiology	3
CBC 401	Medicinal Plant Biochemistry	3
Elective [3 credits must be approved by advisor.]		9
	Credits	15
Year 4		
Fall		
BIOL 465	Environmental Toxicology	3

CBC 413	Cannabis Physiology & Growth	4
& 413L	and Cannabis Physiology & Growth Lab	
CBC 493	Seminar	1
Elective [3-4 credits must be approve by advisor.]		6-7
	Credits	14-15
Spring		
CBC 401	Medicinal Plant Biochemistry	3
CBC 463	Medicinal Chemistry & Pharmacology	3
Elective [3 credits must be approved by advisor.]		9
	Credits	15
	Total Credits	121-122

Chemistry 3+2 Plan, Joint Bachelor of Science/Master of Science

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.

Specific requirements for the 3+2 program are included in the Chemistry MS description of the College of Science, Technology, Engineering, and Mathematics undergraduate programs section of this catalog. Students must meet the requirements of both degrees.

Specific Admission Requirements

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).

Specific Program Requirements

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:

Course	Title	Credits
CHEM 121	GENERAL CHEMISTRY I	5
& 121L	and GENERAL CHEMISTRY LAB I	
CHEM 122	GENERAL CHEMISTRY II	5
& 122L	and GENERAL CHEMISTRY LAB II	
CHEM 301	ORGANIC CHEMISTRY I	5
& 301L	and ORGANIC CHEMISTRY LAB I	
CHEM 302	ORGANIC CHEMISTRY II	5
& 302L	and ORGANIC CHEMISTRY LAB II	
Select one of the following:		3-4
CHEM 221	INORGANIC CHEMISTRY	4
& 221L	and INORGANIC CHEMISTRY LAB	
CHEM 421	ADVANCED INORGANIC CHEMISTRY	3
PHYS 221	GENERAL PHYSICS I	5
& 221L	and GENERAL PHYSICS I LAB	
PHYS 222	GENERAL PHYSICS II	5
& 222L	and GENERAL PHYSICS II LAB	
MATH 224	CALCULUS AND ANALYTIC GEOMETRY II	5

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.

Chemistry, Master of Science

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, 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 (3 c.h.), 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 Seminar (1 c.h.)) that will be evaluated by cognizant 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 media.

Specific Program 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 credit hours). 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 advisor 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 FOUNDATIONS IN GRADUATE STUDIES (3.00 c.h.).

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:

Required Core Courses

Course	Title	Credits
Select three of the following:		9
CHEM 501	ADVANCED ORGANIC CHEMISTRY	3
CHEM 511	BIOCHEMISTRY I	3
or CHEM 512	BIOCHEMISTRY II	
CHEM 521	ADVANCED INORGANIC CHEMISTRY	3
CHEM 529	ADVANCED ANALYTICAL CHEMISTRY	3
CHEM 531	ADVANCED PHYSICAL CHEMISTRY	3
Total Credits		9

Plan A (Thesis Option)

Course	Title	Credits
Required Core Courses		
Core Courses		9
Thesis Option Courses		
CHEM 510	FOUNDATIONS IN GRADUATE STUDIES	3
CHEM 589	THESIS DEFENSE	1
CHEM 593	SEMINAR	1
CHEM 599	THESIS RESEARCH [1]	6
Elective Courses		
Select 10 credits		10
Total Credits		30

[1]   Students may only enroll for a total of 6 credit hours of CHEM 599 THESIS RESEARCH (1.00 c.h.).

Plan B (Non-Thesis Option)

Course	Title	Credits
Required Core Courses		
Core Courses		9
Non-Thesis Option Courses		
CHEM 510	FOUNDATIONS IN GRADUATE STUDIES	3
CHEM 588	INTERNSHIP DEFENSE	1
CHEM 593	SEMINAR	1
CHEM 598	INTERNSHIP	4
Elective Courses		
Select 14 credits		14
Total Credits		32

Electives

Elective courses may be selected from the following chemistry courses or others may be added with permission of the graduate committee.

Course	Title	Credits
CHEM 501 & 501L	ADVANCED ORGANIC CHEMISTRY and ADVANCED ORGANIC CHEMISTRY LAB	5
CHEM 503	POLYMER CHEMISTRY	3
CHEM 511	BIOCHEMISTRY I	3
CHEM 512 & 512L	BIOCHEMISTRY II and BIOCHEMISTRY II LAB	5
CHEM 519 & 519L	INSTRUMENTAL ANALYSIS and 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, Minor
Specific Program Requirements

Course	Title	Credits
CHEM 121 & 121L	GENERAL CHEMISTRY I and GENERAL CHEMISTRY LAB I	5
CHEM 122 & 122L	GENERAL CHEMISTRY II and GENERAL CHEMISTRY LAB II	5
Select 10 credits in Upper-division CHEM Electives		10
Total Credits		20

Chemistry: ACS Certified Concentration, Bachelor of Science
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:
  a. Basic Chemistry
  b. ACS Certified Curriculum
  c. Biochemistry
  d. Environmental Chemistry
  e. Chemistry/Teacher Certification
  f. Double Major
  g. 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.

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.

Specific Program 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 Core Requirements

The following common core is required for all of the chemistry emphasis areas for the Bachelor of Science Degree:

Course	Title	Credits
CHEM 121 & 121L	General Chemistry I and General Chemistry Lab I	5
CHEM 122 & 122L	General Chemistry II and General Chemistry Lab II	5
CHEM 170	Academic Orientation	0.5
CHEM 221 & 221L	Inorganic Chemistry and Inorganic Chemistry Lab	4
CHEM 301 & 301L	Organic Chemistry I and Organic Chemistry Lab I	5

Course	Title	Credits
CHEM 302 & 302L	Organic Chemistry II and Organic Chemistry Lab II	5
CHEM 317 & 317L	Quantitative Analysis and Quantitative Analysis Lab	5
CHEM 321	Physical Chemistry I	3
CHEM 322	Physical Chemistry II	3
CHEM 370	Academic Enrichment	0.5
CHEM 419 & 419L	Instrumental Analysis and Instrumental Analysis Lab	5
CHEM 493	Seminar	1
Total Credits		42

All emphasis areas for the chemistry major also require completion of the following institutional and general education requirements.

Specific Concentration Requirements

Course	Title	Credits
Required Chemistry Core		
Chemistry Core		42
Required Concentration Courses		
CHEM 323	EXPERIMENTAL PHYSICAL CHEMISTRY	2
CHEM 411	BIOCHEMISTRY I	3
CHEM 421	ADVANCED INORGANIC CHEMISTRY	3
CHEM 492	RESEARCH	1
Approved Chemistry Electives		
Select 6 credits		6
Other Required Courses		
MATH 126	CALCULUS AND ANALYTIC GEOMETRY I	5
MATH 224	CALCULUS AND ANALYTIC GEOMETRY II	5
PHYS 221 & 221L	GENERAL PHYSICS I and GENERAL PHYSICS I LAB	5
PHYS 222 & 222L	GENERAL PHYSICS II and GENERAL PHYSICS II LAB	5
Institutional and General Education		
Select 24 credits		24
Free Electives		
Select 19 credits		19
Total Credits		120

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Course	Title	Credits
Year 1		
Fall		
CHEM 121 & 121L	General Chemistry I (GT-SC2) and General Chemistry Lab I (GT-SC1)	5
CHEM 170	Academic Orientation	0.5
ENG 101	Rhetoric & Writing I (GT-CO1)	3
General Education		6
	Credits	14.5
Spring		
CHEM 122 & 122L	General Chemistry II (GT-SC2) and General Chemistry Lab II (GT-SC1)	5
ENG 102	Rhetoric & Writing II (GT-CO2)	3
General Education		6
	Credits	14
Year 2		
Fall		
CHEM 301 & 301L	Organic Chemistry I and Organic Chemistry Lab I	5
MATH 126	Calculus and Analytic Geometry I (GT-MA1)	5
Elective		5
	Credits	15
Spring		
CHEM 302 & 302L	Organic Chemistry II and Organic Chemistry Lab II	5
MATH 224	Calculus and Analytic Geometry II	5
Elective		5
	Credits	15
Year 3		
Fall		
CHEM 420 & 420L	Inorganic Chemistry and Inorganic Chemistry Lab	3
CHEM 317 & 317L	Quantitative Analysis and Quantitative Analysis Lab	5
General Education		3
Elective		3
	Credits	14
Spring		
CHEM 419 & 419L	Instrumental Analysis and Instrumental Analysis Lab	5
CHEM 370	Academic Enrichment	0.5
PHYS 221 & 221L	General Physics I (GT-SC2) and General Physics I Lab (GT-SC1)	5
General Education		3
Elective		3
	Credits	16.5
Year 4		
Fall		
CHEM 322	Physical Chemistry II	3
CHEM 411	Biochemistry I	3
CHEM 493	Seminar	1
PHYS 222 & 222L	General Physics II (GT-SC2) and General Physics II Lab (GT-SC1)	5
Elective Must be Chemistry course.		3
	Credits	15
Spring		
CHEM 321	Physical Chemistry I	3
CHEM 323	Experimental Physical Chemistry	2
CHEM 421	Advanced Inorganic Chemistry	3
CHEM 492	Research	1-3
Elective 3 credits must be Chemistry course.		6
	Credits	15-17
	Total Credits	119-121

Chemistry: Basic Chemistry Concentration, Bachelor of Science

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:
  a. Basic Chemistry
  b. ACS Certified Curriculum
  c. Biochemistry
  d. Environmental Chemistry
  e. Chemistry/Teacher Certification
  f. Double Major
  g. 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.

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.

Specific Program 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 Core Requirements

The following common core is required for all of the chemistry emphasis areas for the Bachelor of Science Degree:

Course	Title	Credits
CHEM 121 & 121L	General Chemistry I and General Chemistry Lab I	5
CHEM 122 & 122L	General Chemistry II and General Chemistry Lab II	5
CHEM 170	Academic Orientation	0.5
CHEM 221 & 221L	Inorganic Chemistry and Inorganic Chemistry Lab	4
CHEM 301 & 301L	Organic Chemistry I and Organic Chemistry Lab I	5
CHEM 302 & 302L	Organic Chemistry II and Organic Chemistry Lab II	5
CHEM 317 & 317L	Quantitative Analysis and Quantitative Analysis Lab	5
CHEM 321	Physical Chemistry I	3
CHEM 322	Physical Chemistry II	3
CHEM 370	Academic Enrichment	0.5
CHEM 419 & 419L	Instrumental Analysis and Instrumental Analysis Lab	5
CHEM 493	Seminar	1
Total Credits		42

All emphasis areas for the chemistry major also require completion of the following institutional and general education requirements.

Specific Concentration Requirements

Course	Title	Credits
Required Chemistry Core		
Chemistry Core		42
Required Concentration Courses		

Course	Title	Credits
CHEM 323	EXPERIMENTAL PHYSICAL CHEMISTRY	2
CHEM 311	BIOCHEMISTRY SURVEY	3
or CHEM 411	BIOCHEMISTRY I	
Approved Chemistry Electives		
Select 4 credits		4
Other Required Courses		
MATH 126	CALCULUS AND ANALYTIC GEOMETRY I	5
MATH 224	CALCULUS AND ANALYTIC GEOMETRY II	5
PHYS 221	GENERAL PHYSICS I	5
& 221L	and GENERAL PHYSICS I LAB	
PHYS 222	GENERAL PHYSICS II	5
& 222L	and GENERAL PHYSICS II LAB	
Institutional and General Education Courses		
Select 24 credits		24
Free Electives		
Select 25 credits		25
Total Credits		120

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Course	Title	Credits
Year 1		
Fall		
CHEM 121	General Chemistry I (GT-SC2)	5
& 121L	and General Chemistry Lab I (GT-SC1)	
ENG 101	Rhetoric & Writing I (GT-CO1)	3
General Education		6
	Credits	14
Spring		
CHEM 122	General Chemistry II (GT-SC2)	5
& 122L	and General Chemistry Lab II (GT-SC1)	
CHEM 170	Academic Orientation	0.5
ENG 102	Rhetoric & Writing II (GT-CO2)	3
General Education		6
	Credits	14.5
Year 2		
Fall		
CHEM 301	Organic Chemistry I	5
& 301L	and Organic Chemistry Lab I	
MATH 126	Calculus and Analytic Geometry I (GT-MA1)	5
Elective		4
	Credits	14
Spring		
CHEM 302	Organic Chemistry II	5
& 302L	and Organic Chemistry Lab II	
MATH 224	Calculus and Analytic Geometry II	5
Elective		5
	Credits	15

Year 3		
Fall		
CHEM 311	Biochemistry Survey	3
or CHEM 411	or Biochemistry I	
CHEM 420	Inorganic Chemistry	3
& 420L	and Inorganic Chemistry Lab	
CHEM 317	Quantitative Analysis	5
& 317L	and Quantitative Analysis Lab	
General Education		3
	Credits	14
Spring		
CHEM 419	Instrumental Analysis	5
& 419L	and Instrumental Analysis Lab	
CHEM 370	Academic Enrichment	0.5
PHYS 221	General Physics I (GT-SC2)	5
& 221L	and General Physics I Lab (GT-SC1)	
General Education		3
Elective		3
	Credits	16.5
Year 4		
Fall		
CHEM 322	Physical Chemistry II	3
PHYS 222	General Physics II (GT-SC2)	5
& 222L	and General Physics II Lab (GT-SC1)	
Elective 4 credits must be Chemistry course.		9
	Credits	17
Spring		
CHEM 321	Physical Chemistry I	3
CHEM 323	Experimental Physical Chemistry	2
CHEM 493	Seminar	1
Elective		8
	Credits	14
	Total Credits	119

Chemistry: Biochemistry Concentration, Bachelor of Science

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:
  a. Basic Chemistry
  b. ACS Certified Curriculum
  c. Biochemistry
  d. Environmental Chemistry
  e. Chemistry/Teacher Certification
  f. Double Major
  g. 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.

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.

Specific Program 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 Core Requirements

The following common core is required for all of the chemistry emphasis areas for the Bachelor of Science Degree:

Course	Title	Credits
CHEM 121 & 121L	General Chemistry I and General Chemistry Lab I	5
CHEM 122 & 122L	General Chemistry II and General Chemistry Lab II	5
CHEM 170	Academic Orientation	0.5
CHEM 221 & 221L	Inorganic Chemistry and Inorganic Chemistry Lab	4
CHEM 301 & 301L	Organic Chemistry I and Organic Chemistry Lab I	5
CHEM 302 & 302L	Organic Chemistry II and Organic Chemistry Lab II	5
CHEM 317 & 317L	Quantitative Analysis and Quantitative Analysis Lab	5
CHEM 321	Physical Chemistry I	3
CHEM 322	Physical Chemistry II	3
CHEM 370	Academic Enrichment	0.5
CHEM 419 & 419L	Instrumental Analysis and Instrumental Analysis Lab	5
CHEM 493	Seminar	1
Total Credits		42

All emphasis areas for the chemistry major also require completion of the following institutional and general education requirements.

Specific Concentration Requirements

Course	Title	Credits
Required Chemistry Core		
Chemistry Core		42
Required Concenration Courses		
CHEM 411	BIOCHEMISTRY I	3
CHEM 412 & 412L	BIOCHEMISTRY II and BIOCHEMISTRY II LAB	5
Approved Chemistry Electives		
Select 3 credits, one of the following is strongly suggested:		3
CHEM 492	RESEARCH	3
CHEM 495	INDEPENDENT STUDY	3
Other Required Courses		
BIOL 181 & 181L	COLLEGE BIOLOGY I/ORGANISMAL BIO and COLLEGE BIOLOGY I/ORGANISMAL BIO LAB	4
BIOL 182 & 182L	COLLEGE BIOLOGY II/CELLULAR BIOLOGY and COLLEGE BIOLOGY II/CELLULAR BIO LAB	4
BIOL 301 & 301L	GENERAL MICROBIOLOGY and GENERAL MICROBIOLOGY LAB	5
BIOL 350	MENDELIAN AND POPULATION GENETICS	2
BIOL 351 & 351L	MOLECULAR BIOLOGY AND GENETICS and MOLECULAR BIOLOGY & GENETICS LABORATORY	4
BIOL 412 & 412L	CELLULAR BIOLOGY and CELLULAR BIOLOGY LAB	4
MATH 126	CALCULUS AND ANALYTIC GEOMETRY I	5
MATH 224	CALCULUS AND ANALYTIC GEOMETRY II	5
PHYS 221 & 221L	GENERAL PHYSICS I and GENERAL PHYSICS I LAB	5

PHYS 222 & 222L	GENERAL PHYSICS II and GENERAL PHYSICS II LAB	5
Institutional and General Education		
Select 24 credits		24
Total Credits		120

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Course	Title	Credits
Year 1		
Fall		
CHEM 121 & 121L	General Chemistry I (GT-SC2) and General Chemistry Lab I (GT-SC1)	5
ENG 101	Rhetoric & Writing I (GT-CO1)	3
General Education		6
	Credits	14
Spring		
CHEM 122 & 122L	General Chemistry II (GT-SC2) and General Chemistry Lab II (GT-SC1)	5
CHEM 170	Academic Orientation	0.5
ENG 102	Rhetoric & Writing II (GT-CO2)	3
General Education		6
	Credits	14.5
Year 2		
Fall		
BIOL 181 & 181L	College Biology I/Organismal Bio (GT-SC2) and College Biology I/Organismal Bio Lab (GT-SC1)	4
CHEM 301 & 301L	Organic Chemistry I and Organic Chemistry Lab I	5
MATH 126	Calculus and Analytic Geometry I (GT-MA1)	5
	Credits	14
Spring		
BIOL 182 & 182L	College Biology II/Cellular Biology (GT-SC2) and College Biology II/Cellular Bio Lab (GT-SC1)	4
CHEM 302 & 302L	Organic Chemistry II and Organic Chemistry Lab II	5
CHEM 370	Academic Enrichment	0.5
MATH 224	Calculus and Analytic Geometry II	5
	Credits	14.5
Year 3		
Fall		
BIOL 301 & 301L	General Microbiology and General Microbiology Lab	5
CHEM 317 & 317L	Quantitative Analysis and Quantitative Analysis Lab	5
CHEM 411	Biochemistry I	3
CHEM 420 & 420L	Inorganic Chemistry and Inorganic Chemistry Lab	3
	Credits	16
Spring		
BIOL 350	Mendelian and Population Genetics	2
CHEM 412 & 412L	Biochemistry II and Biochemistry II Lab	5
PHYS 221 & 221L	General Physics I (GT-SC2) and General Physics I Lab (GT-SC1)	5
General Education		3
	Credits	15
Year 4		
Fall		
BIOL 351 & 351L	Molecular Biology and Genetics and Molecular Biology & Genetics Laboratory	4
CHEM 322	Physical Chemistry II	3
PHYS 222 & 222L	General Physics II (GT-SC2) and General Physics II Lab (GT-SC1)	5
General Education		3
	Credits	15
Spring		
BIOL 412 & 412L	Cellular Biology and Cellular Biology Lab	4
CHEM 321	Physical Chemistry I	3
CHEM 419 & 419L	Instrumental Analysis and Instrumental Analysis Lab	5
CHEM 492	Research Or other Chemistry course.	1-3
CHEM 493	Seminar	1
	Credits	14-16
	Total Credits	117-119

Chemistry: Double Major Concentration, Bachelor of Science

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:
  a. Basic Chemistry
  b. ACS Certified Curriculum
  c. Biochemistry
  d. Environmental Chemistry
  e. Chemistry/Teacher Certification
  f. Double Major
  g. 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.

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.

Specific Program 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 Core Requirements

The following common core is required for all of the chemistry emphasis areas for the Bachelor of Science Degree:

Course	Title	Credits
CHEM 121 & 121L	General Chemistry I and General Chemistry Lab I	5
CHEM 122 & 122L	General Chemistry II and General Chemistry Lab II	5
CHEM 170	Academic Orientation	0.5
CHEM 221 & 221L	Inorganic Chemistry and Inorganic Chemistry Lab	4
CHEM 301 & 301L	Organic Chemistry I and Organic Chemistry Lab I	5
CHEM 302 & 302L	Organic Chemistry II and Organic Chemistry Lab II	5
CHEM 317 & 317L	Quantitative Analysis and Quantitative Analysis Lab	5
CHEM 321	Physical Chemistry I	3
CHEM 322	Physical Chemistry II	3
CHEM 370	Academic Enrichment	0.5
CHEM 419 & 419L	Instrumental Analysis and Instrumental Analysis Lab	5
CHEM 493	Seminar	1
Total Credits		42

All emphasis areas for the chemistry major also require completion of the following institutional and general education requirements.

Specific Concentration Requirements

Course	Title	Credits
Required Chemistry Core		
Chemistry Core (including **either** major seminar course)		42
Other Required Courses		
MATH 126	CALCULUS AND ANALYTIC GEOMETRY I	5
MATH 224	CALCULUS AND ANALYTIC GEOMETRY II	5
Select one of the following:		4-5
PHYS 201 & 201L	PRINCIPLES OF PHYSICS I and PRINCIPLES OF PHYSICS LAB I	4
PHYS 221 & 221L	GENERAL PHYSICS I and GENERAL PHYSICS I LAB	5
Select one of the following:		4-5
PHYS 202 & 202L	PRINCIPLES OF PHYSICS II and PRINCIPLES OF PHYSICS II LAB	4
PHYS 222 & 222L	GENERAL PHYSICS II and GENERAL PHYSICS II LAB	5
Institutional and General Education		
Select 24 credits		24
Approved Second Major Minimum		
Second Major		39
Total Credits		123-125

Chemistry: Environmental Chemistry Concentration, Bachelor of Science

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:
  a. Basic Chemistry
  b. ACS Certified Curriculum

c. Biochemistry

d. Environmental Chemistry

e. Chemistry/Teacher Certification

f. Double Major

g. 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.

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.

Specific Program 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 Core Requirements

The following common core is required for all of the chemistry emphasis areas for the Bachelor of Science Degree:

Course	Title	Credits
CHEM 121 & 121L	General Chemistry I and General Chemistry Lab I	5
CHEM 122 & 122L	General Chemistry II and General Chemistry Lab II	5
CHEM 170	Academic Orientation	0.5
CHEM 221 & 221L	Inorganic Chemistry and Inorganic Chemistry Lab	4
CHEM 301 & 301L	Organic Chemistry I and Organic Chemistry Lab I	5
CHEM 302 & 302L	Organic Chemistry II and Organic Chemistry Lab II	5
CHEM 317 & 317L	Quantitative Analysis and Quantitative Analysis Lab	5
CHEM 321	Physical Chemistry I	3
CHEM 322	Physical Chemistry II	3
CHEM 370	Academic Enrichment	0.5
CHEM 419 & 419L	Instrumental Analysis and Instrumental Analysis Lab	5
CHEM 493	Seminar	1
Total Credits		42

All emphasis areas for the chemistry major also require completion of the following institutional and general education requirements.

Specific Concentration Requirements

Course	Title	Credits
Required Chemistry Core		
Chemistry Core		42
Required Concentration Courses		
CHEM 125 & 125L	ENVIRONMENTAL SCIENCE and ENVIRONMENTAL SCIENCE LABORATORY	4
CHEM 311	BIOCHEMISTRY SURVEY	3
CHEM 425 & 425L	ENVIRONMENTAL CHEMISTRY and ENVIRONMENTAL CHEMISTRY LAB	5
Approved Chemistry Electives		
Select 4 credits, the following are encouraged elective options:		4
CHEM 292	RESEARCH	1-3
CHEM 492	RESEARCH	1-3
MATH 156	INTRODUCTION TO STATISTICS	3
Other Required Courses		
MATH 126	CALCULUS AND ANALYTIC GEOMETRY I	5
MATH 224	CALCULUS AND ANALYTIC GEOMETRY II	5
PHYS 221 & 221L	GENERAL PHYSICS I and GENERAL PHYSICS I LAB	5
PHYS 222 & 222L	GENERAL PHYSICS II and GENERAL PHYSICS II LAB	5
BIOL 181 & 181L	COLLEGE BIOLOGY I/ORGANISMAL BIO and COLLEGE BIOLOGY I/ORGANISMAL BIO LAB	4

BIOL 182 & 182L	COLLEGE BIOLOGY II/CELLULAR BIOLOGY and COLLEGE BIOLOGY II/CELLULAR BIO LAB	4
BIOL 301 & 301L	GENERAL MICROBIOLOGY and GENERAL MICROBIOLOGY LAB	5
BIOL 465	ENVIRONMENTAL TOXICOLOGY	3
Institutional and General Education		
Select 24 credits		24
Free Electives		
Select 2 credits		2
Total Credits		120

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Course	Title	Credits
Year 1		
Fall		
BIOL 181 & 181L	College Biology I/Organismal Bio (GT-SC2) and College Biology I/Organismal Bio (GT-SC1)	4
CHEM 121 & 121L	General Chemistry I (GT-SC2) and General Chemistry Lab I (GT-SC1)	5
CHEM 125 & 125L	Environmental Science (GT-SC2) and Environmental Science Laboratory (GT-SC1)	4
CHEM 170	Academic Orientation	0.5
ENG 101	Rhetoric & Writing I (GT-CO1)	3
	Credits	16.5
Spring		
BIOL 182 & 182L	College Biology II/Cellular Biology (GT-SC2) and College Biology II/Cellular Bio Lab (GT-SC1)	4
CHEM 122 & 122L	General Chemistry II (GT-SC2) and General Chemistry Lab II (GT-SC1)	5
CHEM 370	Academic Enrichment	0.5
ENG 102	Rhetoric & Writing II (GT-CO2)	3
General Education		3
	Credits	15.5
Year 2		
Fall		
BIOL 301 & 301L	General Microbiology and General Microbiology Lab	5
CHEM 301 & 301L	Organic Chemistry I and Organic Chemistry Lab I	5
MATH 126	Calculus and Analytic Geometry I (GT-MA1)	5
	Credits	15
Spring		
CHEM 302 & 302L	Organic Chemistry II and Organic Chemistry Lab II	5
PHYS 221 & 221L	General Physics I (GT-SC2) and General Physics I Lab (GT-SC1)	5
MATH 224	Calculus and Analytic Geometry II	5
	Credits	15
Year 3		
Fall		
CHEM 322	Physical Chemistry II	3
CHEM 420 & 420L	Inorganic Chemistry and Inorganic Chemistry Lab	3

PHYS 222 & 222L	General Physics II (GT-SC2) and General Physics II Lab (GT-SC1)	5
General Education		3
	Credits	14
Spring		
CHEM 321	Physical Chemistry I	3
General Education		6
Elective [1] 1 credit must be Chemistry course.		3
	Credits	12
Year 4		
Fall		
BIOL 465	Environmental Toxicology	3
CHEM 311	Biochemistry Survey	3
CHEM 317 & 317L	Quantitative Analysis and Quantitative Analysis Lab	5
CHEM 425 & 425L	Environmental Chemistry and Environmental Chemistry Lab	5
	Credits	16
Spring		
CHEM 419 & 419L	Instrumental Analysis and Instrumental Analysis Lab	5
CHEM 493	Seminar	1
General Education		6
Elective Must be Chemistry course.		3
	Credits	15
	Total Credits	119

Chemistry: Secondary Teaching Certification Concentration, Bachelor of Science

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:
  a. Basic Chemistry
  b. ACS Certified Curriculum
  c. Biochemistry
  d. Environmental Chemistry
  e. Chemistry/Teacher Certification
  f. Double Major
  g. 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.

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.

Specific Program 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 Core Requirements

The following common core is required for all of the chemistry emphasis areas for the Bachelor of Science Degree:

Course	Title	Credits
CHEM 121 & 121L	General Chemistry I and General Chemistry Lab I	5
CHEM 122 & 122L	General Chemistry II and General Chemistry Lab II	5
CHEM 170	Academic Orientation	0.5
CHEM 221 & 221L	Inorganic Chemistry and Inorganic Chemistry Lab	4
CHEM 301 & 301L	Organic Chemistry I and Organic Chemistry Lab I	5
CHEM 302 & 302L	Organic Chemistry II and Organic Chemistry Lab II	5
CHEM 317 & 317L	Quantitative Analysis and Quantitative Analysis Lab	5
CHEM 321	Physical Chemistry I	3
CHEM 322	Physical Chemistry II	3
CHEM 370	Academic Enrichment	0.5
CHEM 419 & 419L	Instrumental Analysis and Instrumental Analysis Lab	5
CHEM 493	Seminar	1
Total Credits		42

All emphasis areas for the chemistry major also require completion of the following institutional and general education requirements.

Specific Concentration Requirements

Course	Title	Credits
Required Chemistry Courses		
CHEM 121 & 121L	GENERAL CHEMISTRY I and GENERAL CHEMISTRY LAB I	5
CHEM 122 & 122L	GENERAL CHEMISTRY II and GENERAL CHEMISTRY LAB II	5
CHEM 170	ACADEMIC ORIENTATION	0.5
Select one of the following:		4-5
CHEM 211 & 211L	INTRODUCTION TO ORGANIC CHEMISTRY and INTRO TO ORGANIC CHEMISTRY LAB	4
CHEM 301 & 301L	ORGANIC CHEMISTRY I and ORGANIC CHEMISTRY LAB I	5
CHEM 311	BIOCHEMISTRY SURVEY	3
CHEM 317 & 317L	QUANTITATIVE ANALYSIS and QUANTITATIVE ANALYSIS LAB	5
CHEM 322	PHYSICAL CHEMISTRY II	3
CHEM 370	ACADEMIC ENRICHMENT	0.5
Select one of the following:		4-5
CHEM 419 & 419L	INSTRUMENTAL ANALYSIS and INSTRUMENTAL ANALYSIS LAB	5
CHEM 221 & 221L	Inorganic Chemistry and Inorganic Chem Lab	4
CHEM 493	SEMINAR	1
Other Required Courses		
BIOL 100 & 100L	PRINCIPLES OF BIOLOGY and PRINCIPLES OF BIOLOGY LAB	4
BIOL 121 & 121L	ENVIRONMENTAL CONSERVATION and ENVIRONMENTAL CONSERVATION LAB	4
GEOL 101 & 101L	EARTH SCIENCE and EARTH SCIENCE LAB	4
MATH 126	CALCULUS AND ANALYTIC GEOMETRY I	5
MATH 224	CALCULUS AND ANALYTIC GEOMETRY II	5
PHYS 221 & 221L	GENERAL PHYSICS I and GENERAL PHYSICS I LAB	5

Course	Title	Credits
PHYS 222 & 222L	GENERAL PHYSICS II and GENERAL PHYSICS II LAB	5
ED 444	TEACHING SECONDARY SCIENCE	4
General Education		
Select 21-24 credits [1]		21-24
Total Credits		88-93

[1] 21 credits if PSYC 151 HUMAN DEVELOPMENT (3.0 c.h.) or PSYC 251 CHILDHOOD AND ADOLESCENCE (3.0 c.h.) taken as Social Science.

Specific Requirements for Secondary & K-12 Education/Minor

The student must complete an appropriate major and the following Education courses:

Course	Title	Credits
Select one of the following:		
PSYC 151	HUMAN DEVELOPMENT [1]	3
or PSYC 251	CHILDHOOD AND ADOLESCENCE	
or PSYC 342	EDUCATIONAL PSYCHOLOGY	
ED 202	FOUNDATIONS OF EDUCATION	3
ED 280	EDUCATIONAL MEDIA AND TECHNOLOGY [2]	3
ED 301	FRAMEWORKS OF TEACHING (Admission to Education is completed in this course)	4
RDG 435	CONTENT AREA LITERACY [3, 5]	4
Special Methods in Education Areas (Prerequisites - Admission to Education) [5, 6]		4
ED 412	TEACHING DIVERSE LEARNERS [4, 5]	3
ED 485	CAPSTONE SEMINAR IN EDUCATION	1
ED 488	STUDENT TEACHING SECONDARY	12
or ED 489	STUDENT TEACHING K-12	
Total Credits [3]		37-40

[1] Music students may take PSYC 151 HUMAN DEVELOPMENT (3.0 c.h.) or PSYC 251 CHILDHOOD AND ADOLESCENCE (3.0 c.h.).

[2] Music Education students may complete MUS 103 MUSIC AND COMPUTER TECHNOLOGY I (1.00 c.h.) and MUS 306 TECHNOLOGY FOR MUSIC EDUCATORS (2.00 c.h.) for ED 280 EDUCATIONAL MEDIA AND TECHNOLOGY (3.00 c.h.).

[3] English/Language Arts student must also complete RDG 355 LINGUISTICS FOR EDUCATORS (3.0 c.h.).

[4] Physical Education students may complete EPER 465 ADAPTED PHYSICAL EDUCATION (3.0 c.h.) or ED 412 TEACHING DIVERSE LEARNERS (3.00 c.h.).

[5] GPA of 2.6 required

[6] English/Language Arts student must also complete ED 447 TEACHING ENGLISH IN SECONDARY SCHOOLS (4.00 c.h.).

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

*COMR 103 is required for admission into the Teacher Education Program.

Course	Title	Credits
Year 1		
Fall		
CHEM 121 & 121L	General Chemistry I (GT-SC2) and General Chemistry Lab I (GT-SC1)	5
COMR 103	Speaking and Listening (*)	3
ENG 101	Rhetoric & Writing I (GT-CO1)	3
PSYC 151 or PSYC 251 or PSYC 342	Human Development (GT-SS3) or Childhood and Adolescence or Educational Psychology	3
	Credits	14
Spring		
BIOL 100 & 100L	Principles of Biology (GT-SC2) and Principles of Biology Lab (GT-SC1)	4
CHEM 122 & 122L	General Chemistry II (GT-SC2) and General Chemistry Lab II (GT-SC1)	5
CHEM 170	Academic Orientation	0.5
ENG 102	Rhetoric & Writing II (GT-CO2)	3
General Education		3
	Credits	15.5
Year 2		
Fall		
BIOL 121 & 121L	Environmental Conservation (GT-SC2) and Environmental Conservation Lab (GT-SC1)	4
ED 280	Educational Media and Technology	3
MATH 126	Calculus and Analytic Geometry I (GT-MA1)	5
General Education		3
	Credits	15
Spring		
CHEM 211 or CHEM 301	Introduction to Organic Chemistry or Organic Chemistry I	3
CHEM 211L or CHEM 301L	Intro to Organic Chemistry Lab or Organic Chemistry Lab I	1-2
ED 202	Foundations of Education	3
GEOL 101 & 101L	Earth Science (GT-SC2) and Earth Science Lab (GT-SC1)	4
MATH 224	Calculus and Analytic Geometry II	5
	Credits	16-17
Year 3		
Fall		
CHEM 311	Biochemistry Survey	3
CHEM 317 & 317L	Quantitative Analysis and Quantitative Analysis Lab	5
ED 301	Frameworks of Teaching	4
RDG 435	Content Area Literacy	4
	Credits	16
Spring		
CHEM 419 or CHEM 420	Instrumental Analysis or Inorganic Chemistry	3
CHEM 419L or CHEM 420L	Instrumental Analysis Lab or Inorganic Chemistry Lab	1-2
ED 412	Teaching Diverse Learners	3
PHYS 221 & 221L	General Physics I (GT-SC2) and General Physics I Lab (GT-SC1)	5
General Education		3
	Credits	15-16

Year 4

Fall

CHEM 322	Physical Chemistry II	3
CHEM 493	Seminar	1
ED 444	Teaching Secondary Science	4
PHYS 222 & 222L	General Physics II (GT-SC2) and General Physics II Lab (GT-SC1)	5
General Education		3
	Credits	16

Spring

ED 485	Capstone Seminar in Education	1
ED 488	Student Teaching Secondary	12
	Credits	13
	Total Credits	120.5-122.5

Engineering Department

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.

Engineering (MS) and Industrial & Systems Engineering (MS)

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 concentration 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.

Additional Program of Study Requirements for the MSE & 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 advisor 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 advisors. A candidate for the MSE or MSISE degree must work with the advisor to design a program of study. The program of study must be approved by the advisor 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 concentration (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 advisor 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.

Academic Programs

Engineering 3+2 Program, Bachelor of Science/Master of Science

The BS/MS program allows qualified students to earn both a BS (BSE or BSIE) and MS (MSE or MSISE) concurrently (BSE/MSE, BSE/MSISE, BSIE/MSE, BSIE/MSISE). Students can complete the requirements for both degrees in five years, thus shortening the normal time to receive both degrees from six years to five years. The degrees are awarded simultaneously.

Specific Admission Requirements

Students should apply no later than the spring before the senior year. Students are required to take the GRE and to have a 3.0 GPA for regular admission to the MS programs. The application for admission must include a completed Engineering MS application form, an unofficial CSU-Pueblo transcript, and GRE scores. Students are strongly encouraged to complete an internship prior to enrolling in graduate-level courses.

Specific Program Requirements

Up to 9 credits of coursework taken at the 500 level while the student is in the 3+2 program will count toward both the BSE/BSIE and the MSE/MSISE degrees. Courses commonly used for such purposes include for BSIE students, EN 520, EN 571, EN 575, or EN 577, and for BSE students, EN 540, EN 541, EN 562, or EN 573.

All other requirements for the 3+2 program in engineering are the same as for the regular master's degree. For more information, consult the Engineering (BS), Industrial and Systems Engineering (BSIE), Engineering (MS) and Industrial and Systems Engineering (MS) graduate programs.

Engineering, Bachelor of Science in Engineering: Mechatronics Specialization

Specific 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 (5.00 c.h.), 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 INTRODUCTION TO ENGINEERING (2.00 c.h.), EN 103 PROBLEM SOLVING FOR ENGINEERS (3.00 c.h.), and EN 107 ENGINEERING GRAPHICS (2.00 c.h.)) 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 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 INTRODUCTION TO ENGINEERING (2.00 c.h.), EN 103 PROBLEM SOLVING FOR ENGINEERS (3.00 c.h.), EN 107 ENGINEERING GRAPHICS (2.00 c.h.), ENG 101 RHETORIC & WRITING I (3.0 c.h.), ENG 102 RHETORIC & WRITING II (3.0 c.h.), MATH 126 CALCULUS AND ANALYTIC GEOMETRY I (5.00 c.h.), MATH 224 CALCULUS AND ANALYTIC GEOMETRY II (5.00 c.h.), and PHYS 221 GENERAL PHYSICS I (4.00 c.h.), PHYS 221L GENERAL PHYSICS I LAB (1.00 c.h.)) 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.

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:

1. An ability to apply knowledge of mathematics, science, and engineering;
2. An ability to design and conduct experiments, as well as to analyze and interpret data;
3. 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;
4. An ability to function on multi-disciplinary teams;
5. An ability to identify, formulate, and solve engineering problems;
6. An understanding of professional and ethical responsibility;
7. An ability to communicate effectively;
8. The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context;
9. A recognition of the need for, and an ability to engage in life-long learning;
10. A knowledge of contemporary issues; and
11. 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.

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.

Specific Program Requirements

Students are required to have earned a cumulative GPA of 2.000 or better in required EN courses.

Course	Title	Credits
Required EN Courses		
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 & 231L	CIRCUIT ANALYSIS I and CIRCUIT ANALYSIS I LAB	5
EN 260	BASIC ELECTRONICS	3
EN 263	ELECTROMECHANICAL DEVICES	3
EN 321	THERMODYNAMICS	3

EN 324 & 324L	MATERIALS SCIENCE AND ENGINEERING and MATERIALS SCIENCE AND ENGINEERING LAB	4
EN 343	ENGINEERING ECONOMY	3
EN 360 & 360L	CONTROL SYSTEMS I and CONTROL SYSTEMS I LAB	3
EN 361 & 361L	DIGITAL ELECTRONICS and DIGITAL ELECTRONICS LAB	4
EN 362 & 362L	INTRODUCTION TO MECHATRONICS and MECHATRONICS LAB	3
EN 363 & 363L	VIRTUAL MACHINE DESIGN and VIRTUAL MACHINE DESIGN LAB	3
EN 375	STOCHASTIC SYSTEMS ENGINEERING	3
EN 430	PROJECT PLANNING AND CONTROL	3
EN 441 & 441L	ENGINEERING OF MANUFACTURING PROCESSES and ENGINEERING & MANUFACTURING PROC LAB	4
EN 443	QUALITY CONTROL AND RELIABILITY	3
EN 460 & 460L	CONTROL SYSTEMS II and CONTROL SYSTEMS II LAB	3
EN 462 & 462L	INDUSTRIAL ROBOTICS and INDUSTRIAL ROBOTICS LAB	3
EN 473 & 473L	COMPUTER INTEGRATED MANUFACTURING and COMPUTER INTEGRATED MFG LAB	3
EN 486	SENIOR SEMINAR	2
EN 487	ENGINEERING DESIGN	3
Other Required Courses		
MATH 126	CALCULUS AND ANALYTIC GEOMETRY I	5
MATH 224	CALCULUS AND ANALYTIC GEOMETRY II	5
MATH 207	MATRIX AND VECTOR ALGEBRA WITH APPLICATIONS	3
MATH 337	DIFFERENTIAL EQUATIONS I	3
PHYS 221 & 221L	GENERAL PHYSICS I and GENERAL PHYSICS I LAB	5
PHYS 222 & 222L	GENERAL PHYSICS II and GENERAL PHYSICS II LAB	5
ENG 101	RHETORIC & WRITING I	3
ENG 102	RHETORIC & WRITING II	3
COMR 103	SPEAKING AND LISTENING	3
General Education		15
Math/Science Electives		3
Technical Electives [1]		3
Total Credits		130

[1] Technical electives must be chosen from an approved list or have the approval of an Engineering adviser.

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Course	Title	Credits
Year 1		
Fall		
EN 101	Introduction to Engineering	2
EN 103	Problem Solving for Engineers	3
MATH 126	Calculus and Analytic Geometry I (GT-MA1)	5
ENG 101	Rhetoric & Writing I (GT-CO1)	3
General Education		3
	Credits	16
Spring		
EN 107	Engineering Graphics	2
MATH 224	Calculus and Analytic Geometry II	5
PHYS 221	General Physics I (GT-SC2)	4
PHYS 221L	General Physics I Lab (GT-SC1)	1
ENG 102	Rhetoric & Writing II (GT-CO2)	3
	Credits	15
Year 2		
Fall		
EN 211	Engineering Mechanics I	3
EN 231	Circuit Analysis I	4
EN 231L	Circuit Analysis I Lab	1
MATH 207	Matrix and Vector Algebra with Applications	3
PHYS 222	General Physics II (GT-SC2)	4
PHYS 222L	General Physics II Lab (GT-SC1)	1
	Credits	16
Spring		
EN 212	Engineering Mechanics II	3
EN 260	Basic Electronics	3
EN 263	Electromechanical Devices	3
EN 324	Materials Science and Engineering	3
EN 324L	Materials Science and Engineering Lab	1
MATH 337	Differential Equations I	3
	Credits	16
Year 3		
Fall		
EN 321	Thermodynamics	3
EN 343	Engineering Economy	3
EN 360	Control Systems I	2
EN 360L	Control Systems I Lab	1
EN 362	Introduction to Mechatronics	2
EN 362L	Mechatronics Lab	1
EN 375	Stochastic Systems Engineering	3
	Credits	15
Spring		
EN 361	Digital Electronics	3
EN 361L	Digital Electronics Lab	1
EN 363	Virtual Machine Design	2
EN 363L	Virtual Machine Design Lab	1
EN 441	Engineering of Manufacturing Processes	3
EN 441L	Engineering & Manufacturing Proc Lab	1
EN 443	Quality Control and Reliability	3
EN 460	Control Systems II	2
EN 460L	Control Systems II Lab	1
	Credits	17
Year 4		
Fall		
COMR 103	Speaking and Listening	3
EN 473	Computer Integrated Manufacturing	2
EN 473L	Computer Integrated Mfg Lab	1
EN 486	Senior Seminar	2
General Education		6

Technical Elective		3
	Credits	17
Spring		
EN 430	Project Planning and Control	3
EN 462	Industrial Robotics	2
EN 462L	Industrial Robotics Lab	1
EN 487	Engineering Design	3
General Education		6
Math/Science Elective		3
	Credits	18
	Total Credits	130

Engineering, Minor

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 under "Curriculum."

This minor is not available to students majoring in Engineering or Industrial Engineering.

Specific Program Requirements

Course	Title	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 & 231L	CIRCUIT ANALYSIS I and CIRCUIT ANALYSIS I LAB	5
EN 321	THERMODYNAMICS	3
EN 343	ENGINEERING ECONOMY	3
Total Credits		24

Industrial & Systems Engineering, Master of Science

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.

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.

Specific Program Requirements

The MSISE Program consists of three components:

1. **Core Component**: 15 credit hours
2. **Track Component**: 9 credit hours
3. **Elective Component**: 9 credit hours (non-thesis option), or 6 credit hours (thesis option)

Non-Thesis Total: 33 credit hours
Thesis Total: 30 credit hours

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.

Course	Title	Credits
EN 520	SIMULATION EXPERIMENTS	4
EN 571	OPERATIONS RESEARCH	3
EN 575	FACILITIES PLANNING AND DESIGN	3
EN 577	OPERATIONS PLANNING AND CONTROL	3
EN 593	GRADUATE SEMINAR	2
Total Credits		15

If the student has an undergraduate degree in industrial engineering or a related field, some or all of the core (except EN 593 GRADUATE SEMINAR (2.00 c.h.)) may be waived; additional electives will replace the waived courses.

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

Course	Title	Credits
	Select at least 9 hours from the following:	9
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 & MANUFACTURING PROC 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 (credits vary)	1-3
EN 591	SPECIAL TOPICS (credits vary)	1-3
EN 595	INDEPENDENT STUDY (credits vary)	1-5
EN 598	INTERNSHIP (credits vary)	1-6

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.

Elective Component

Non-Thesis Option

The Elective Component consists of 9 credit hours of coursework of courses approved as electives by the department.

Thesis Option

MS and MSISE Students choosing the Thesis Option will apply 6 credit hours of EN 599 THESIS RESEARCH (1.00 c.h.) to the Elective Component. A program of study may include more than 6 credit hours of EN 599 THESIS RESEARCH (1.00 c.h.), but no more than 6 may count towards graduation.

Prerequisites for the MS in Industrial & 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 PROBLEM SOLVING FOR ENGINEERS (3.00 c.h.))
- Engineering Economy (EN 343 ENGINEERING ECONOMY (3.00 c.h.))[1]
- Stochastic Systems Engineering (EN 375 STOCHASTIC SYSTEMS ENGINEERING (3.00 c.h.))
- Calculus I and II (MATH 126 CALCULUS AND ANALYTIC GEOMETRY I (5.00 c.h.) and MATH 224 CALCULUS AND ANALYTIC GEOMETRY II (5.00 c.h.))
- Calculus-Based Physics I and II (PHYS 221 GENERAL PHYSICS I (4.00 c.h.) and PHYS 222 GENERAL PHYSICS II (4.00 c.h.))

[1] Any material substituted for EN 343 ENGINEERING ECONOMY (3.00 c.h.) must include the time value of money topic.

Industrial Engineering, Bachelor of Science in Industrial Engineering

Specific 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 (5.00 c.h.), 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 INTRODUCTION TO ENGINEERING (2.00 c.h.), EN 103 PROBLEM SOLVING FOR ENGINEERS (3.00 c.h.), and EN 107 ENGINEERING GRAPHICS (2.00 c.h.)) 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 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 INTRODUCTION TO ENGINEERING (2.00 c.h.), EN 103 PROBLEM SOLVING FOR ENGINEERS (3.00 c.h.), EN 107 ENGINEERING GRAPHICS (2.00 c.h.), ENG 101 RHETORIC & WRITING I (3.0 c.h.), ENG 102 RHETORIC & WRITING II (3.0 c.h.), MATH 126 CALCULUS AND ANALYTIC GEOMETRY I (5.00 c.h.), MATH 224 CALCULUS AND ANALYTIC GEOMETRY II (5.00 c.h.), and PHYS 221 GENERAL PHYSICS I (4.00 c.h.), PHYS 221L GENERAL PHYSICS I LAB (1.00 c.h.)) 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.

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:

1. An ability to apply knowledge of mathematics, science, and engineering;
2. An ability to design and conduct experiments, as well as to analyze and interpret data;
3. 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;
4. An ability to function on multi-disciplinary teams;
5. An ability to identify, formulate, and solve engineering problems;
6. An understanding of professional and ethical responsibility;
7. An ability to communicate effectively;

8. The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context;

9. A recognition of the need for, and an ability to engage in life-long learning;

10. A knowledge of contemporary issues; and

11. 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.

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.

Specific Program Requirements

Students are required to have earned a cumulative GPA of 2.000 or better in required EN courses.

Course	Title	Credits
Required EN Courses		
EN 101	INTRODUCTION TO ENGINEERING	2
EN 103	PROBLEM SOLVING FOR ENGINEERS	3

Course	Title	Credits
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 & 231L	CIRCUIT ANALYSIS I and CIRCUIT ANALYSIS I LAB	5
EN 321	THERMODYNAMICS	3
EN 324 & 324L	MATERIALS SCIENCE AND ENGINEERING and MATERIALS SCIENCE AND 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 & 441L	ENGINEERING OF MANUFACTURING PROCESSES and ENGINEERING & MANUFACTURING PROC LAB	4
EN 443	QUALITY CONTROL AND RELIABILITY	3
EN 471	OPERATIONS RESEARCH	3
EN 473 & 473L	COMPUTER INTEGRATED MANUFACTURING and COMPUTER INTEGRATED MFG 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
Other Required Courses		
MATH 126	CALCULUS AND ANALYTIC GEOMETRY I	5
MATH 207	MATRIX AND VECTOR ALGEBRA WITH APPLICATIONS	3
MATH 224	CALCULUS AND ANALYTIC GEOMETRY II	5
MATH 337	DIFFERENTIAL EQUATIONS I	3
PHYS 221 & 221L	GENERAL PHYSICS I and GENERAL PHYSICS I LAB	5
PHYS 222 & 222L	GENERAL PHYSICS II and GENERAL PHYSICS II LAB	5
ENG 101	RHETORIC & WRITING I	3
ENG 102	RHETORIC & WRITING II	3
COMR 103	SPEAKING AND LISTENING	3
General Education		15
Math/Science Electives		3
Technical Electives [1]		3
Total Credits		126

[1]   Technical electives must be chosen from an approved list or have the approval of an Engineering adviser.

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should

become familiar with the catalog in effect at the time in which they entered the institution.

Course	Title	Credits
Year 1		
Fall		
EN 101	Introduction to Engineering	2
EN 103	Problem Solving for Engineers	3
ENG 101	Rhetoric & Writing I (GT-CO1)	3
MATH 126	Calculus and Analytic Geometry I (GT-MA1)	5
General Education		3
	Credits	16
Spring		
EN 107	Engineering Graphics	2
ENG 102	Rhetoric & Writing II (GT-CO2)	3
MATH 224	Calculus and Analytic Geometry II	5
PHYS 221	General Physics I (GT-SC2)	4
PHYS 221L	General Physics I Lab (GT-SC1)	1
	Credits	15
Year 2		
Fall		
EN 211	Engineering Mechanics I	3
EN 231	Circuit Analysis I	4
EN 231L	Circuit Analysis I Lab	1
EN 215	Introduction to Industrial and Systems Engineering	3
MATH 207	Matrix and Vector Algebra with Applications	3
PHYS 222	General Physics II (GT-SC2)	4
PHYS 222L	General Physics II Lab (GT-SC1)	1
	Credits	19
Spring		
COMR 103	Speaking and Listening	3
EN 212	Engineering Mechanics II	3
EN 324	Materials Science and Engineering	3
EN 324L	Materials Science and Engineering Lab	1
MATH 337	Differential Equations I	3
General Education		3
	Credits	16
Year 3		
Fall		
EN 321	Thermodynamics	3
EN 343	Engineering Economy	3
EN 375	Stochastic Systems Engineering	3
EN 439	Time and Motion Studies	2
EN 471	Operations Research	3
	Credits	14
Spring		
EN 420	Simulation Experiments	4
EN 441	Engineering of Manufacturing Processes	3
EN 441L	Engineering & Manufacturing Proc Lab	1
EN 443	Quality Control and Reliability	3
General Education		3
Math/Science Elective		3
	Credits	17
Year 4		
Fall		
EN 440	Safety Engineering	3
EN 473	Computer Integrated Manufacturing	2
EN 473L	Computer Integrated Mfg Lab	1
EN 475	Facility Planning and Design	3
EN 486	Senior Seminar	2
General Education		3
	Credits	14

Spring		
EN 430	Project Planning and Control	3
EN 477	Operations Planning and Control	3
EN 488	Industrial Engineering Design	3
General Education		3
Technical Elective		3
	Credits	15
	Total Credits	126

Industrial Engineering, Minor

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 Program Requirements

Course	Title	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
Select three of the following:		8-11
EN 420	SIMULATION EXPERIMENTS	4
EN 439	TIME AND MOTION STUDIES	2
EN 440	SAFETY ENGINEERING	3
EN 441 & 441L	ENGINEERING OF MANUFACTURING PROCESSES and ENGINEERING & MANUFACTURING PROC LAB	4
EN 443	QUALITY CONTROL AND RELIABILITY	3
EN 471	OPERATIONS RESEARCH	3
EN 473 & 473L	COMPUTER INTEGRATED MANUFACTURING and COMPUTER INTEGRATED MFG LAB	3
EN 475	FACILITY PLANNING AND DESIGN	3
EN 477	OPERATIONS PLANNING AND CONTROL	3
Total Credits		21-24

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.

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 Program Requirements

Students do not need to apply to the program. The certificate will be issued upon completion of the required courses as the required level.

Students will receive a Lean Green Belt Certificate after completing the following courses with required grades of B or better.

Undergraduate Student

Course	Title	Credits
EN 439	TIME AND MOTION STUDIES	2
EN 477	OPERATIONS PLANNING AND CONTROL	3
Total Credits		5

Graduate Student

Course	Title	Credits
EN 539	TIME AND MOTION STUDIES	2
EN 577	OPERATIONS PLANNING AND CONTROL	3
Total Credits		5

Mechatronics Engineering, Master of Science

Specific 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 MSME program requires prior admission to graduate study at CSU-Pueblo. Regulations governing graduate studies are contained in the university catalog under graduate programs & admissions..

Specific Program Requirements

The MSISE Program consists of three components:

1. **Core Component**: 14 credit hours
2. **Track Component**: 9 credit hours
3. **Elective Component**: 10 credit hours (non-thesis option), or 7 credit hours (thesis option)

Non-Thesis Total: 33 credit hours
Thesis Total: 30 credit hours

Core Component

Course	Title	Credits
EN 507	VIRTUAL REALITY	3
EN 513	ARTIFICIAL INTELLIGENCE	3
EN 561	ADVANCED CONTROLS	3
EN 563	INTELLIGENT ROBOTICS	3
EN 593	GRADUATE SEMINAR	2
Total Credits		14

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 MSME 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.

Elective Component

Non-Thesis Option

The Elective Component consists of 10 credit hours of coursework of courses approved as electives by the department.

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 Mechatronics 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 PROBLEM SOLVING FOR ENGINEERS (3.00 c.h.))
- Engineering Economy (EN 343 ENGINEERING ECONOMY (3.00 c.h.))[1]
- Calculus I and II (MATH 126 CALCULUS AND ANALYTIC GEOMETRY I (5.00 c.h.) and MATH 224 CALCULUS AND ANALYTIC GEOMETRY II (5.00 c.h.))
- Calculus-Based Physics I and II (PHYS 221 GENERAL PHYSICS I (4.00 c.h.) and PHYS 222 GENERAL PHYSICS II (4.00 c.h.))
- Engineering mechanics (statics and dynamics) (EN 211 ENGINEERING MECHANICS I (3.00 c.h.) and EN 212 ENGINEERING MECHANICS II (3.00 c.h.))
- Circuits (EN 231 CIRCUIT ANALYSIS I (4.00 c.h.) and EN 231L CIRCUIT ANALYSIS I LAB (1.00 c.h.))
- Controls (EN 360 CONTROL SYSTEMS I (2.00 c.h.))
- Electromechanical devices (EN 263 ELECTROMECHANICAL DEVICES (3.00 c.h.))

[1]   Any material substituted for EN 343 ENGINEERING ECONOMY (3.00 c.h.) must include the time value of money topic.

Specific Graduation Requirements

For a student to be awarded the MSME degree, the student's program of study must also satisfy the following requirements. Additionally, the program of study must be approved by the MSME 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).

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 advisor at the school to which the student plans to transfer.

Students who intend to transfer elsewhere and then decide to stay at CSU Pueblo will be able to count all courses listed under "Curriculum" toward the BSE or the BSIE.

Specific Program Requirements

Course	Title	Credits
CHEM 121 & 121L	GENERAL CHEMISTRY I and GENERAL CHEMISTRY LAB I	5
MATH 126	CALCULUS AND ANALYTIC GEOMETRY I	5
MATH 224	CALCULUS AND ANALYTIC GEOMETRY II	5
MATH 337	DIFFERENTIAL EQUATIONS I	3
PHYS 221 & 221L	GENERAL PHYSICS I and GENERAL PHYSICS I LAB	5
PHYS 222 & 222L	GENERAL PHYSICS II and 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 & 231L	CIRCUIT ANALYSIS I and CIRCUIT ANALYSIS I LAB	5
EN 321	THERMODYNAMICS	3
EN 324 & 324L	MATERIALS SCIENCE AND ENGINEERING and MATERIALS SCIENCE AND ENGINEERING LAB	4

Humanities, Social Sciences & History courses

Railroad Engineering, Graduate 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.

Specific Admission Requirements

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 purse the MS in Engineering with a concentration 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.

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 Program Requirements

A student will receive a Railroad Engineering Certificate after completing the following courses with a grade of B or better.

Course	Title	Credits
EN 511	STRUCTURAL ENGINEERING	3
EN 531	RAILROAD POWER SYSTEMS	3
EN 551	FLEET MANAGEMENT	3
EN 552	VEHICLE DYNAMICS	3
Total Credits		12

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.

Students do not need to apply to the program. The certificate will be issued upon completion of the required courses at the required level.

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 Program Requirements

Students will receive a Six Sigma Green Belt Certificate after completing the following:

Undergraduate Student

Course	Title	Credits
EN 275	STOCHASTIC SYSTEMS [1,2]	4
or EN 375	STOCHASTIC SYSTEMS ENGINEERING	
EN 443	QUALITY CONTROL AND RELIABILITY [1]	3
Total Credits		7

[1] With grade of B or better.

[2] Or evidence of completion of a course equivalent to EN 275 STOCHASTIC SYSTEMS (4.00 c.h.) or EN 375 STOCHASTIC SYSTEMS ENGINEERING (3.00 c.h.).

Graduate Student

Course	Title	Credits
EN 375	STOCHASTIC SYSTEMS ENGINEERING [1,2]	3
EN 543	QUALITY CONTROL AND RELIABILITY [1]	3
Total Credits		6

[1] With grade of B or better.

[2] Or evidence of a course equivalent to EN 275 STOCHASTIC SYSTEMS (4.00 c.h.) or EN 375 STOCHASTIC SYSTEMS ENGINEERING (3.00 c.h.).

Sustainability, Certificate

The certificate in Sustainability is open to students in all majors.

Specific Program Requirements

Course	Title	Credits
EN 109	INTRODUCTION TO SUSTAINABILITY	2
CHEM 125	ENVIRONMENTAL SCIENCE	3.00
EN 489	SENIOR CAPSTONE IN SUSTAINABILITY	1
Sustainability Electives [1]		15
Total Credits		21

[1] 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.

Sustainability, Minor

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.

The minor in Sustainability is open to students in all majors.

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.

1. **Pre and Post Literacy Assessment:** A questionnaire designed to measure sustainability literacy is administered at the beginning of the EN 109 Introduction to Sustainability (2 c.h.) course. The same questionnaire is applied at the beginning of the Sustainability capstone Project Course and gains in knowledge are assessed.
2. **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 Program Requirements

Course	Title	Credits
EN 109	INTRODUCTION TO SUSTAINABILITY	2
CHEM 125	ENVIRONMENTAL SCIENCE	3
EN 489	SENIOR CAPSTONE IN SUSTAINABILITY	1
Sustainability Electives [1]		15
Total Credits		21

[1] 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.

Engineering Technology & Construction Management Department

The department of Engineering Technology and Construction Management consists of two BS programs: the Civil Engineering Technology program and the Construction Management program. The department also offers construction management certificate programs and is a joint participant in offering an integrated 3+2 Baccalaureate (BS) in Construction Management and Master in Business Administration (MBA) program.

Civil Engineering Technology Program

This undergraduate engineering technology program leads to a Bachelor of Science in Civil Engineering Technology (BSCET) degree. The BSCET degree program prepares graduates for entry level positions to support civil engineering activities associated with the design, construction, operation and maintenance of structures, highways, water supply and disposal systems, and surface water drainage.

Construction Management Program

The Construction Management BS Degree is designed to prepare students for entry level positions in the heavy/civil or Commercial/Residential construction management industry.

Construction Management Certificate Options

Non Construction Management Majors who wish to build their construction management knowledge in various discipline specific areas can obtain a certificate in any of the following Construction Management specialization areas:

- Construction Manager Certificate
- Estimating & Planning Construction Costs Certificate
- Advanced Construction Manager Certificate

Academic Programs

- Civil Engineering Technology, Bachelor of Science in Civil Engineering Technology (p. 355)
- Construction Management 3+2 Program, Joint Bachelor of Science in Construction Management/Master of Business Administration (p. 357)
- Construction Management, Bachelor of Science (p. 359)
  - Advanced Construction Manager, Certificate (p. 360)
  - Construction Manager, Certificate (p. 360)
  - Estimating & Planning Construction Costs, Certificate (p. 361)

Civil Engineering Technology, Bachelor of Science in Civil Engineering Technology

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

Admission

Students are typically admitted into the Civil Engineering Technology (CET) program as high school graduates, transfer students from other colleges, or transfer students from other units at this university. Therefore, students who join the CET program must meet the Colorado State University Pueblo admission requirements as described under admission requirements in this catalog.

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
  - Civil engineering analysis and design,
  - Construction planning, operations and management,
  - Surveying and standard testing,
  - Technical documentation, and
  - Systems operations, maintenance, and improvement.

Program Emphasis

In order to enable graduates to attain the CET program educational objectives, the CET program provides instruction in the following curricular areas:

- Production of drawings, reports, quantity estimates, and other documents related to civil engineering;
- Conducting standardized field and laboratory tests related to civil engineering;
- Conducting land surveying to obtain civil engineering data and/or to develop construction layouts
- Using fundamental computational methods and elementary analytical techniques applicable to the civil engineering sub-disciplines;
- Preparation of civil engineering design documents for construction;
- Economic analyses and cost estimates for planning, design, construction, operation of civil engineering projects;
- Selection of appropriate engineering materials and practices; and
- Performance of standard analysis and design in the areas of structural, transportation and water systems.

Student Learning Outcomes

- Apply knowledge, techniques, skills and modern tools of mathematics, science, engineering, and technology to solve broadly defined engineering problems appropriate to the discipline;
- Design systems, components, or processes meeting specified needs for broadly-defined engineering problems appropriate to the discipline;
- Apply written, oral, and graphical communication in broadly-defined technical and non-technical environments; and an ability to identify and use appropriate technical literature;
- Conduct standard tests, measurements, and experiments and to analyze and interpret the results to improve processes; and
- Function effectively as a member as well as a leader on technical teams.

Outcomes Assessment Activities

The program has a documented processes for assessing and evaluating the extent to which student outcomes are being attained. Assessment of student outcomes takes place in individual courses through a variety of methodologies including assigned homework, tests, semester exams, lab reports, oral presentations, and capstone activities. The results of the evaluations are used as input for program improvement actions.

Specific Program Requirements

The CET curriculum consists of courses listed under the following major categories:

Math, Science, & Computer Courses

Course	Title	Credits
CIS 100	INTRODUCTION TO WORD	1
CIS 103	INTRODUCTION TO POWERPOINT	1
CIS 104	INTRODUCTION TO EXCEL SPREADSHEETS	1
CHEM 111 & 111L	PRINCIPLES OF CHEMISTRY and PRINCIPLES OF CHEMISTRY LAB	4
MATH 120	PRE-CALCULUS ALGEBRA	3.0
MATH 124	PRE-CALCULUS MATH	5
MATH 126	CALCULUS AND ANALYTIC GEOMETRY I	5
PHYS 201 & 201L	PRINCIPLES OF PHYSICS I and PRINCIPLES OF PHYSICS LAB I	4
Total Credits		24

Technical Sciences for Civil Engineering Technology

Course	Title	Credits
CET 202	STATICS	3
CET 206	STRENGTH OF MATERIALS	4
CET 222	DYNAMICS	3
CET 226	ENGINEERING PROBLEM SOLVING	2
Total Credits		12

Civil Engineering Technology Courses

Course	Title	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 AND METHODS	3
CET 208	CONCRETE AND 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 AND SEWER SYSTEM DESIGN	3
CET 455	SENIOR PROJECT SEMINAR	1
CET 456	SENIOR PROJECT	3
CET 473	HIGHWAY DESIGN	3
Total Credits		54

Civil Engineering Technology Elective Courses

Course	Title	Credits
Select two of the following:		6
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 (credits vary)	1-3
CET 495	INDEPENDENT STUDY (credits vary)	1-3
Total Credits		6

Technical Electives

Course	Title	Credits
Technical Elective		4
Total Credits		**124**

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.

- 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.

Specific Graduation 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.

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Course	Title	Credits
Freshman		
Fall		
CET 101	Intro to Civil Engineering Technology	2
CET 102	Surveying I	3
CET 115	Civil Drafting I	3
CIS 100	Introduction to Word	1
CIS 103	Introduction to PowerPoint	1
CIS 104	Introduction to Excel Spreadsheets	1
MATH 101	Introductory College Mathematics (GT-MA1)	3
	Credits	14
Spring		
CET 103	Surveying II	3
CET 116	Civil Drafting II	3
ENG 101	Rhetoric & Writing I (GT-CO1)	3
MATH 124	Pre-calculus Math (GT-MA1)	5
General Education: Humanities		3
	Credits	17
Sophomore		
Fall		
CET 202	Statics	3
CET 207	Construction Materials and Methods	3
CET 226	Engineering Problem Solving	2
MATH 126	Calculus and Analytic Geometry I (GT-MA1)	5
PHYS 201 & 201L	Principles of Physics I (GT-SC2) and Principles of Physics Lab I (GT-SC1)	4
	Credits	17
Spring		
CET 206	Strength of Materials	4
CET 208	Concrete and Asphalt Materials	3
CET 222	Dynamics	3
ENG 102	Rhetoric & Writing II (GT-CO2)	3
General Education: Social Science		3
	Credits	16
Junior		
Fall		
CET 305	Heavy/Highway Cost Estimating	3
CET 316	Structural Analysis	3
CET 317	Hydraulics	3
CHEM 111 & 111L	Principles of Chemistry (GT-SC2) and Principles of Chemistry Lab (GT-SC1)	4
COMR 103	Speaking and Listening	3
	Credits	16
Spring		
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
	Credits	15
Senior		
Fall		
CET 405	Reinforced Concrete Design	3
CET 415	Water and Sewer System Design	3
CET 455	Senior Project Seminar	1
CET 473	Highway Design	3
CET Elective		3
General Education: History		3
	Credits	16
Spring		
CET 404	Structural Steel Design	3
CET 456	Senior Project	3
Technical Elective		3
CET Elective		3
	Credits	12
	Total Credits	123

Construction Management 3+2 Program, Joint Bachelor of Science in Construction Management/Master of Business Administration

BS-CM/MBA 3+2 Program

This program is an opportunity for eligible undergraduate students to pursue a 3+2 academic plan under which, upon completion, students will earn both the Baccalaureate (BS) in Construction Management and a Master of Business Administration (MBA) at the same time. Under this academic plan, students are enabled to accelerate towards their academic and professional goals and to potentially complete the requirements for both the BS and MS degrees within five years.

Specific 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 PRINCIPLES OF MANAGEMENT (3.00 c.h.), FIN 330 PRINCIPLES OF FINANCE (3.00 c.h.), and MKTG 340 PRINCIPLES OF MARKETING (3.00 c.h.). Students must have a minimum GPA of 3.5 and a GMAT of at least 450 (i.e., an index of 1150) 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.

Options to satisfy GMAT requirement:

All MBA students are required to either take the Graduate Management Admissions Test (GMAT) or qualify to waive the GMAT requirement based on the options provided in the following sections.

Option I: Complete the GMAT with a minimum score of 400 and satisfy the qualification score of 1,150 calculated as 200 * Undergraduate cumulative GPA + GMAT score.

Option II: Take the GRE with a minimum GMAT score equivalent of 400 and a minimum undergraduate GPA of 3.0.

GMAT equivalent Score calculated as [-2080.75 + (GRE Verbal * 6.38) + (GRE Quant * 10.62)] must be at least 400.

Admissions Index Score calculated as GMAT equivalent score + 200 * Undergraduate cumulative GPA, must be equal to or greater than 1,150.

Option III: If you have earned a graduate degree (equivalent to a U.S. Master's or PhD) from a regionally accredited institution with cumulative GPA of 3.0 higher.

If your degree is from outside of the U.S., you will have to provide an official evaluation from any approved evaluation company that proves your master's is equivalent to a U.S. master's degree from a regionally accredited institution.

OR

Current admission and enrollment in a graduate dual-degree program at select partner institutions, currently including MBA admission at Chungnam National University, Korea.

Option IV: Five (5) or more years of full-time substantive mid-level managerial work experience and/or military service with increasing levels of responsibility AND an undergraduate cumulative GPA of 3.0 or higher.

Option V: Ten (10) or more years of full-time substantive mid-level managerial work experience and/or military service with increasing levels of responsibility AND an undergraduate GPA of 2.75 or higher.

All petitioners will need to provide one letter of reference from a supervisor who can verify your work experience and increasing scope of responsibility.

GMAT writing score must be 4.5 or higher to waive BSAD 592. GRE writing score must be a minimum of 3.5 to waive BSAD 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: 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.

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.

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.

Specific Program Requirements

Undergraduate Requirements

Students in the joint BS-CM/MBA program must complete:

- ACCT 201 PRINCIPLES OF FINANCIAL ACCOUNTING (3.0 c.h.), ECON 202 PRINCIPLES OF MICROECONOMICS (3.00 c.h.), FIN 330 PRINCIPLES OF FINANCE (3.00 c.h.) and MKTG 340 PRINCIPLES OF MARKETING (3.00 c.h.);
- The CM Required Course Core (excluding BSAD 302 ETHICS IN BUSINESS (3.0 c.h.), replaced by BSAD 502 BUSINESS ETHICS AND ENVIRONMENT (3.0 c.h.))
- The CM major within the College of Science, Technology, Engineering, and Mathmatics and;
- All remaining specified MBA courses.

In order to minimize additional credits being required BSCM/MBA students must take the graduate courses MGMT 520 MANAGEMENT OF ORGANIZATIONAL BEHAVIOR (3.00 c.h.), MGMT 511 PRODUCTION/ OPERATIONS MANAGEMENT (3.00 c.h.), and MGMT 585 MANAGEMENT POLICY AND STRATEGY (3.00 c.h.) 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 Studies* 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.

Graduate Requirements

Course	Title	Credits
ACCT 510	Managerial Accounting	3
BSAD 502	Business Ethics and Environment	3
BSAD 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
CIS 565	Management Information Systems	3
MGMT 585	Management Policy and Strategy	3
MKTG 540	Marketing Management	3
In addition, the following MBA courses must be completed:		
Approved Graduate Electives		6
Total Credits		36

Construction Management, Bachelor of Science

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.

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.

Admission

Students are typically admitted into the Construction Management program as high school graduates, transfer students from other colleges, or transfer studentss from other units at this university. Therefore, students who join the Construction Management program must meet the

Colorado State University-Pueblo admission requirements as described under admission requirements in this catalog.

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.

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.

Specific Program Requirements

Course	Title	Credits
Skills Component		
ENG 101	RHETORIC & WRITING I	3
ENG 102	RHETORIC & WRITING II	3
Knowledge Component		
COMR 103	SPEAKING AND LISTENING	3
General Education: History		3
General Education: Humanities		6
Social Sciences (6 hours listed under Business) [1]		
Math and Sciences		
MATH 101	INTRODUCTORY COLLEGE MATHEMATICS	3.0
MATH 156	INTRODUCTION TO STATISTICS	3
PHYS 201 & 201L	PRINCIPLES OF PHYSICS I and PRINCIPLES OF PHYSICS LAB I	4
Select one of the following:		4
CHEM 111 & 111L	PRINCIPLES OF CHEMISTRY and PRINCIPLES OF CHEMISTRY LAB	4
GEOL 101 & 101L	EARTH SCIENCE and EARTH SCIENCE LAB	4
Business and Management		
ACCT 201	PRINCIPLES OF FINANCIAL ACCOUNTING	3.0
BSAD 270	BUSINESS COMMUNICATIONS	3.0
BSAD 302	ETHICS IN BUSINESS	3.0

ECON 201	PRINCIPLES OF MACROECONOMICS [1]	3
ECON 202	PRINCIPLES OF MICROECONOMICS [1]	3
MGMT 201	PRINCIPLES OF MANAGEMENT	3
Introduction to Computers		
CIS 100	INTRODUCTION TO WORD	1
CIS 103	INTRODUCTION TO POWERPOINT	1
CIS 104	INTRODUCTION TO EXCEL SPREADSHEETS	1
Major Courses		
CET 102	SURVEYING I	3
CET 103	SURVEYING II	3
CET 115	CIVIL DRAFTING I	3
CET 207	CONSTRUCTION MATERIALS AND 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
Technical and Management Electives		
Select 6 credits from ACCT, BSAD, CET, CM, EN, FIN, MGMT or MKTG		6
Upper Division Technical and Management Electives		
Select 3 credits from ACCT, BSAD, CET, CM, EN, FIN, MGMT or MKTG		3
Total Credits		120

[1]   ECON 201 PRINCIPLES OF MACROECONOMICS (3.00 c.h.) and
ECON 202 PRINCIPLES OF MICROECONOMICS (3.00 c.h.) are also
counting for the Social Science General Education Requirement.

Specific Graduation 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.

Advanced Construction Manager, Certificate

The Construction Management BS Degree is designed to prepare students for entry level positions in the heavy/civil or Commercial/Residential construction management industry.

Non Construction Management Majors who wish to build their construction management knowledge in various discipline specific areas can obtain a certificate in any of the following Construction Management specialization areas:

Advanced Construction Manager Certificate

Construction Manager Certificate

Estimating & Planning Construction Costs Certificate

Student Learning Outcomes

Recipients of a certificate will gain a deeper understanding of the current major issues effecting the construction industry. The student will be exposed to the important skills and knowledge necessary to be a manager in today's construction industry.

The Advanced Construction Manager Certificate is intended to enhance a current construction industry professional's body of knowledge with advanced construction industry skills. Interested students must consult with a Construction Management Program approved advisor prior to registration to ensure adequate entry level skills.

Specific Program Requirements

Course	Title	Credits
CET 208	CONCRETE AND ASPHALT MATERIALS	3
CET 303	CONSTRUCTION MANAGEMENT	3
CM 461	CONSTRUCTION LAW	3
CM 465	CONSTRUCTION ACCOUNTING & FINANCE	3
Total Credits		12

Construction Manager, Certificate

The Construction Management BS Degree is designed to prepare students for entry level positions in the heavy/civil or Commercial/Residential construction management industry.

Non Construction Management Majors who wish to build their construction management knowledge in various discipline specific areas can obtain a certificate in any of the following Construction Management specialization areas:

Advanced Construction Manager Certificate

Construction Manager Certificate

Estimating & Planning Construction Costs Certificate

Student Learning Outcomes

Recipients of a certificate will gain a deeper understanding of the current major issues effecting the construction industry. The student will be exposed to the important skills and knowledge necessary to be a manager in today's construction industry.

The Advanced Construction Manager Certificate is intended to enhance a current construction industry professional's body of knowledge with advanced construction industry skills. Interested students must consult with a Construction Management Program approved advisor prior to registration to ensure adequate entry level skills.

Specific Program Requirements

Course	Title	Credits
CM 101	INTRO TO CONSTRUCTION MANAGEMENT	2
CET 102	SURVEYING I	3
CET 207	CONSTRUCTION MATERIALS AND METHODS	3
CM 445	CONSTRUCTION SAFETY	2
Total Credits		10

Estimating & Planning Construction Costs, Certificate

The Construction Management BS Degree is designed to prepare students for entry level positions in the heavy/civil or Commercial/Residential construction management industry.

Non Construction Management Majors who wish to build their construction management knowledge in various discipline specific areas can obtain a certificate in any of the following Construction Management specialization areas:

Advanced Construction Manager Certificate

Construction Manager Certificate

Estimating & Planning Construction Costs Certificate

Student Learning Outcomes

Recipients of a certificate will gain a deeper understanding of the current major issues effecting the construction industry. The student will be exposed to the important skills and knowledge necessary to be a manager in today's construction industry.

The Advanced Construction Manager Certificate is intended to enhance a current construction industry professional's body of knowledge with advanced construction industry skills. Interested students must consult with a Construction Management Program approved advisor prior to registration to ensure adequate entry level skills.

Specific Program Requirements

Course	Title	Credits
CET 304	BUILDING COST ESTIMATING	3
CET 305	HEAVY/HIGHWAY COST ESTIMATING	3
CM 351	CONSTRUCTION PLANNING & SCHEDULING	3
Total Credits		9

Mathematics & Physics Department

Mathematics Program

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 advisors work directly with majors and minors to design individual programs of study. Students who are potential majors or minors should consult with a faculty advisor as early as possible. Appointments with a faculty advisor can be made anytime by calling the department office.

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.

Physics/Physical Science Program

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 advisor 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.

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.

Academic Programs

Mathematics

Majors

Minors

Certificates

Physics

Majors

Minors

Computational Mathematics, Minor

Specific Program Requirements

Course	Title	Credits
Required Courses		
MATH 126	CALCULUS AND ANALYTIC GEOMETRY I	5
MATH 207	MATRIX AND VECTOR ALGEBRA WITH APPLICATIONS	3
MATH 224	CALCULUS AND ANALYTIC GEOMETRY II	5
MATH 307	INTRODUCTION TO LINEAR ALGEBRA	3-4
or MATH 342	INTRODUCTION TO NUMERICAL ANALYSIS	
MATH 320	INTRODUCTORY DISCRETE MATHEMATICS	3
MATH 345	ALGORITHMS AND DATA STRUCTURES	4
Total Credits		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:

Course	Title	Credits
Select an approved programming elective		3
CIS 171	INTRODUCTION TO JAVA PROGRAMMING	4
MATH 242	INTRODUCTION TO COMPUTATION	4
Total Credits		11

Data Analytics, Certficate

This certificate is for degree-seeking students as well as individuals working in data-intensive sectors who need to better understand quantitative data analytics, including how to implement powerful machine-learning techniques. Students earning this certificate will acquire a deeper, more sophisticated understanding of and the ability to implement powerful current tools and techniques for data analysis.

Upon completion of the data analytics certificate program, students will demonstrate

- facility with important data-friendly programming languages such as Python
- knowledge of significant algorithms that relate to data analytics, including how to analyze algorithms for effectiveness; and
- knowledge and ability to implement a variety of modern data analytics techniques and tools, including from machine learning.

As the certificate courses are electives within the mathematics major, additional learning outcomes will include the following:

- Students will be able to formulate and solve problems using mathematical tools, while working alone or in groups on non-routine and open-ended problems involving applications to other fields, and problems involving real-world data.
- Students will demonstrate the ability to learn independently, locate and use appropriate sources of technical material, and make use of modern computational tools.
- Students will produce convincing, precise verbal and written communications of technical material.

Specific Program Requirements

Course	Title	Credits
MATH 242	INTRODUCTION TO COMPUTATION	4
MATH 345	ALGORITHMS AND DATA STRUCTURES	4
MATH 442	MACHINE LEARNING FOR DATA ANALYTICS	3
Elective [1]		2
Total Credits		13

[1]   Contact the department chair for possible options (e.g. a special topics offered by the Department of Mathematics and Physics such as R-based analytics or quantum computing, or a bioinformatics class taught within the Department of Biology, or possibly some offerings from the Department of Computer Information Systems would be approved).

Math/Physics Double Major, Bachelor of Science

Specific Program Requirements

Course	Title	Credits
MATH Courses		
MATH 126	CALCULUS AND ANALYTIC GEOMETRY I	5
MATH 224	CALCULUS AND ANALYTIC GEOMETRY II	5
MATH 307	INTRODUCTION TO LINEAR ALGEBRA	4
MATH 325	INTERMEDIATE CALCULUS	4
MATH 337	DIFFERENTIAL EQUATIONS I	3
MATH 338	DIFFERENTIAL EQUATIONS II	3
Select one of the following:		3-6
MATH 350 & MATH 356	PROBABILITY and STATISTICS FOR ENGINEERS AND SCIENTISTS	6
MATH 550	STATISTICAL METHODS	3
MATH 421	INTRODUCTION TO ANALYSIS	4
MATH 427	ABSTRACT ALGEBRA	4
PHYS Courses		
PHYS 221 & 221L	GENERAL PHYSICS I and GENERAL PHYSICS I LAB	5
PHYS 222 & 222L	GENERAL PHYSICS II and GENERAL PHYSICS II LAB	5
PHYS 301	ANALYTICAL AND ORBITAL MECHANICS	4
PHYS 323 & 323L	GENERAL PHYSICS III and GENERAL PHYSICS III LAB	5
PHYS 321 & PHYS 322	THERMODYNAMICS and ADVANCED LABORATORY - THERMO	4
PHYS 431 & PHYS 432	ELECTRICITY AND MAGNETISM and ADVANCED LABORATORY-ELECTRICITY AND MAGNETISM	5
PHYS 441	QUANTUM MECHANICS	4
PHYS 480	PRACTICUM IN LABORATORY INSTRUCTION	1
PHYS 493	SEMINAR	1
Other Requirements		
Select one of the following:		3-4
MATH 425	COMPLEX VARIABLES	3

PHYS 341 & PHYS 342	OPTICS and ADVANCED LABORATORY-OPTICS	4
PHYS 492 or MATH 492	RESEARCH RESEARCH	1
CHEM 121 & 121L	GENERAL CHEMISTRY I and GENERAL CHEMISTRY LAB I	5
CHEM 122 & 122L	GENERAL CHEMISTRY II and GENERAL CHEMISTRY LAB II	5
Select 3 credits in Computer Programming		3
General Education		
Select 24 credits		24
Electives		
Select 5-6 credits		5-6
Total Credits		115-120

Mathematics, Bachelor of Arts

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.

Outcomes Assessment Activities

- Faculty advisors 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. Advisors 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.

Specific Program Requirements

- All mathematics majors must complete the mathematics core curriculum: MATH 126 CALCULUS AND ANALYTIC GEOMETRY I (5.00 c.h.), MATH 224 CALCULUS AND ANALYTIC GEOMETRY II (5.00 c.h.), MATH 307 INTRODUCTION TO LINEAR ALGEBRA (4.00 c.h.), MATH 325 INTERMEDIATE CALCULUS (4.0 c.h.), MATH 350 PROBABILITY (3.00 c.h.), MATH 421 INTRODUCTION TO ANALYSIS (4.00 c.h.), and MATH 427 ABSTRACT ALGEBRA (4.00 c.h.). Majors are expected to complete core courses numbered above MATH 325 INTERMEDIATE CALCULUS (4.0 c.h.) 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 DIFFERENTIAL EQUATIONS I (3.00 c.h.) 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 GENERAL CHEMISTRY I (4.0 c.h.)/CHEM 121L GENERAL CHEMISTRY LAB I (1.00 c.h.) and CHEM 122 GENERAL CHEMISTRY II (4.00 c.h.)/CHEM 122L GENERAL CHEMISTRY LAB II (1.00 c.h.), or PHYS 221 GENERAL PHYSICS I (4.00 c.h.)/PHYS 221L GENERAL PHYSICS I LAB (1.00 c.h.) and PHYS 222 GENERAL PHYSICS II (4.00 c.h.)/PHYS 222L GENERAL PHYSICS II LAB (1.00 c.h.)).
- 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.

Course	Title	Credits
MATH Courses		
MATH 126	CALCULUS AND ANALYTIC GEOMETRY I	5
MATH 224	CALCULUS AND ANALYTIC GEOMETRY II	5
MATH 307	INTRODUCTION TO LINEAR ALGEBRA	4
MATH 325	INTERMEDIATE CALCULUS	4
MATH 337	DIFFERENTIAL EQUATIONS I	3
MATH 350	PROBABILITY	3
MATH 356	STATISTICS FOR ENGINEERS AND SCIENTISTS	3
MATH 421	INTRODUCTION TO ANALYSIS	4
MATH 427	ABSTRACT ALGEBRA	4
Electives		
Select 6 credits in Upper-division MATH Electives [1]		6
Other Requirements		
Select 10 credits in a Laboratory Science Sequence		10
Select 4 credits in Computer Programming		4
General Education		
General Education credits		24
Electives		
Select 41 credits		41
Total Credits		120

[1]   Excluding MATH 360 ELEMENTARY MATHEMATICS CONCEPTS I (3.00 c.h.), MATH 361 ELEMENTARY MATHEMATICS CONCEPTS II (3.00 c.h.), MATH 477 METHODS FOR TEACHING SECONDARY MATH (4.00 c.h.).

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Course	Title	Credits
Year 1		
Fall		
ENG 101	Rhetoric & Writing I (GT-CO1)	3
MATH 126	Calculus and Analytic Geometry I (GT-MA1)	5
General Education		3
Elective		3
	Credits	14
Spring		
ENG 102	Rhetoric & Writing II (GT-CO2)	3
MATH 224	Calculus and Analytic Geometry II	5
PHYS 221 or CHEM 121	General Physics I (GT-SC2) or General Chemistry I (GT-SC2)	4
PHYS 221L or CHEM 121L	General Physics I Lab (GT-SC1) or General Chemistry Lab I (GT-SC1)	1
	Credits	13
Year 2		
Fall		
MATH 325	Intermediate Calculus	4
MATH 337	Differential Equations I	3
PHYS 222 or CHEM 122	General Physics II (GT-SC2) or General Chemistry II (GT-SC2)	4
PHYS 222L or CHEM 122L	General Physics II Lab (GT-SC1) or General Chemistry Lab II (GT-SC1)	1
Elective		3
	Credits	15
Spring		
MATH 307	Introduction to Linear Algebra	4
MATH 350	Probability	3
General Education [3 credits must be World Language course.]		6
Elective		3
	Credits	16
Year 3		
Fall		
MATH 356	Statistics for Engineers and Scientists	3
General Education [3 credits must be World Language course.]		6
Elective		6
	Credits	15
Spring		
General Education		3
Elective		12
	Credits	15
Year 4		
Fall		
MATH 421	Introduction to Analysis	4
Elective [6 credits must be upper division Mathematics course.]		12
	Credits	16
Spring		
MATH 427	Abstract Algebra	4
Elective [3 credits must be upper division Mathematics course.]		11
	Credits	15
	Total Credits	119

Mathematics, Bachelor of Science
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.

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.

Specific Program Requirements

- All mathematics majors must complete the mathematics core curriculum: MATH 126 CALCULUS AND ANALYTIC GEOMETRY I (5.00 c.h.), MATH 224 CALCULUS AND ANALYTIC GEOMETRY II (5.00 c.h.), MATH 307 INTRODUCTION TO LINEAR ALGEBRA (4.00 c.h.), MATH 325 INTERMEDIATE CALCULUS (4.0 c.h.), MATH 350 PROBABILITY (3.00 c.h.), MATH 421 INTRODUCTION TO ANALYSIS (4.00 c.h.), and MATH 427 ABSTRACT ALGEBRA (4.00 c.h.). Majors

are expected to complete core courses numbered above MATH 325 INTERMEDIATE CALCULUS (4.0 c.h.) 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 DIFFERENTIAL EQUATIONS I (3.00 c.h.) 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 GENERAL CHEMISTRY I (4.0 c.h.)/CHEM 121L GENERAL CHEMISTRY LAB I (1.00 c.h.) and CHEM 122 GENERAL CHEMISTRY II (4.00 c.h.)/CHEM 122L GENERAL CHEMISTRY LAB II (1.00 c.h.), or PHYS 221 GENERAL PHYSICS I (4.00 c.h.)/PHYS 221L GENERAL PHYSICS I LAB (1.00 c.h.) and PHYS 222 GENERAL PHYSICS II (4.00 c.h.)/PHYS 222L GENERAL PHYSICS II LAB (1.00 c.h.)).
- 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.

Course	Title	Credits
MATH Courses		
MATH 126	CALCULUS AND ANALYTIC GEOMETRY I	5
MATH 224	CALCULUS AND ANALYTIC GEOMETRY II	5
MATH 307	INTRODUCTION TO LINEAR ALGEBRA	4
MATH 325	INTERMEDIATE CALCULUS	4
MATH 337	DIFFERENTIAL EQUATIONS I	3
MATH 350	PROBABILITY	3
MATH 356	STATISTICS FOR ENGINEERS AND SCIENTISTS	3
MATH 421	INTRODUCTION TO ANALYSIS	4
MATH 427	ABSTRACT ALGEBRA	4
Electives		
Select 6 credits in Upper-division MATH Electives [1]		6
Other Requirements		
Select 10 credits in a Laboratory Science Sequence		10
Select 4 credits in Computer Programming		4
General Education		
General Education credits		24
Electives		
Select 41 credits		41
Total Credits		120

[1] Excluding MATH 360 ELEMENTARY MATHEMATICS CONCEPTS I (3.00 c.h.), MATH 361 ELEMENTARY MATHEMATICS CONCEPTS II (3.00 c.h.), MATH 477 METHODS FOR TEACHING SECONDARY MATH (4.00 c.h.).

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Course	Title	Credits
Year 1		
Fall		
ENG 101	Rhetoric & Writing I (GT-CO1)	3
MATH 126	Calculus and Analytic Geometry I (GT-MA1)	5
General Education		3
Elective		3
	Credits	14
Spring		
ENG 102	Rhetoric & Writing II (GT-CO2)	3
MATH 224	Calculus and Analytic Geometry II	5
PHYS 221 or CHEM 121	General Physics I (GT-SC2) or General Chemistry I (GT-SC2)	4
PHYS 221L or CHEM 121L	General Physics I Lab (GT-SC1) or General Chemistry Lab I (GT-SC1)	1
General Education		3
	Credits	16
Year 2		
Fall		
MATH 325	Intermediate Calculus	4
MATH 337	Differential Equations I	3
PHYS 222 or CHEM 122	General Physics II (GT-SC2) or General Chemistry II (GT-SC2)	4
PHYS 222L or CHEM 122L	General Physics II Lab (GT-SC1) or General Chemistry Lab II (GT-SC1)	1
Elective		3
	Credits	15
Spring		
MATH 242	Introduction to Computation	4
MATH 307	Introduction to Linear Algebra	4
General Education		6
Elective		3
	Credits	17
Year 3		
Fall		
MATH 350	Probability	3
General Education		6
Elective		6
	Credits	15
Spring		
MATH 356	Statistics for Engineers and Scientists	3
Elective 3 credits must be upper division Mathematics course.		12
	Credits	15
Year 4		
Fall		
MATH 421	Introduction to Analysis	4
Elective 3 credits must be upper division Mathematics course.		9
	Credits	13
Spring		
MATH 427	Abstract Algebra	4
Elective 3 credits must be upper division Mathematics course.		11
	Credits	15
	Total Credits	120

Mathematics, Minor

Specific Program Requirements

Course	Title	Credits
Required Courses		
MATH 126	CALCULUS AND ANALYTIC GEOMETRY I	5
MATH 224	CALCULUS AND ANALYTIC GEOMETRY II	5

Electives

Select 10 credits including three upper-division courses [1,2]	10
Total Credits	20

[1] Two of these must be taken at CSU Pueblo.

[2] Excluding MATH 360 ELEMENTARY MATHEMATICS CONCEPTS I (3.00 c.h.), MATH 361 ELEMENTARY MATHEMATICS CONCEPTS II (3.00 c.h.), MATH 362 PROBLEM SOLVING FOR K-6 TEACHERS (3.0 c.h.) & MATH 477 METHODS FOR TEACHING SECONDARY MATH (4.00 c.h.).

Mathematics: Secondary Certification Concentration, Bachelor of Arts

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.

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.

Specific Program Requirements

- All mathematics majors must complete the mathematics core curriculum: MATH 126 CALCULUS AND ANALYTIC GEOMETRY I (5.00 c.h.), MATH 224 CALCULUS AND ANALYTIC GEOMETRY II (5.00 c.h.), MATH 307 INTRODUCTION TO LINEAR ALGEBRA (4.00 c.h.), MATH 325 INTERMEDIATE CALCULUS (4.0 c.h.), MATH 350 PROBABILITY (3.00 c.h.), MATH 421 INTRODUCTION TO ANALYSIS (4.00 c.h.), and MATH 427 ABSTRACT ALGEBRA (4.00 c.h.). Majors are expected to complete core courses numbered above MATH 325 INTERMEDIATE CALCULUS (4.0 c.h.) 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 DIFFERENTIAL EQUATIONS I (3.00 c.h.) is a required elective for all mathematics majors not pursuing secondary education concentration.
- All majors are required to complete an approved two-term sequence in a laboratory science (CHEM 121 GENERAL CHEMISTRY I (4.0 c.h.)/CHEM 121L GENERAL CHEMISTRY LAB I (1.00 c.h.) and CHEM 122 GENERAL CHEMISTRY II (4.00 c.h.)/CHEM 122L GENERAL CHEMISTRY LAB II (1.00 c.h.), or PHYS 221 GENERAL PHYSICS I (4.00 c.h.)/PHYS 221L GENERAL PHYSICS I LAB (1.00 c.h.) and PHYS 222 GENERAL PHYSICS II (4.00 c.h.)/PHYS 222L GENERAL PHYSICS II LAB (1.00 c.h.)).
- 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.

Course	Title	Credits
MATH Courses		
MATH 126	CALCULUS AND ANALYTIC GEOMETRY I	5
MATH 224	CALCULUS AND ANALYTIC GEOMETRY II	5
MATH 307	INTRODUCTION TO LINEAR ALGEBRA	4
MATH 319	NUMBER THEORY	3
MATH 325	INTERMEDIATE CALCULUS	4
MATH 330	INTRODUCTION TO HIGHER GEOMETRY	3
MATH 350	PROBABILITY	3
MATH 356	STATISTICS FOR ENGINEERS AND SCIENTISTS	3
MATH 421	INTRODUCTION TO ANALYSIS	4
MATH 427	ABSTRACT ALGEBRA	4
MATH 463	HISTORY OF MATHEMATICS	3
MATH 477	METHODS FOR TEACHING SECONDARY MATH	4
Education Minor		**33**
Laboratory Science Sequence		**10**
Computer Programming		**4**
Electives		**7**
General Education		**21**
Total Credits		120

[1] Excluding MATH 360 ELEMENTARY MATHEMATICS CONCEPTS I (3.00 c.h.), MATH 361 ELEMENTARY MATHEMATICS CONCEPTS II (3.00 c.h.), MATH 477 METHODS FOR TEACHING SECONDARY MATH (4.00 c.h.).

Specific Requirements for Secondary & K-12 Education/Minor

The student must complete an appropriate major and the following Education courses:

Course	Title	Credits
Select one of the following:		
PSYC 151	HUMAN DEVELOPMENT [1]	3
or PSYC 251	CHILDHOOD AND ADOLESCENCE	
or PSYC 342	EDUCATIONAL PSYCHOLOGY	
ED 202	FOUNDATIONS OF EDUCATION	3
ED 280	EDUCATIONAL MEDIA AND TECHNOLOGY [2]	3
ED 301	FRAMEWORKS OF TEACHING (Admission to Education is completed in this course)	4
RDG 435	CONTENT AREA LITERACY [3, 5]	4
Special Methods in Education Areas (Prerequisites - Admission to Education) [5, 6]		4
ED 412	TEACHING DIVERSE LEARNERS [4, 5]	3
ED 485	CAPSTONE SEMINAR IN EDUCATION	1
ED 488	STUDENT TEACHING SECONDARY	12
or ED 489	STUDENT TEACHING K-12	
Total Credits [3]		37-40

[1] Music students may take PSYC 151 HUMAN DEVELOPMENT (3.0 c.h.) or PSYC 251 CHILDHOOD AND ADOLESCENCE (3.0 c.h.).

[2] Music Education students may complete MUS 103 MUSIC AND COMPUTER TECHNOLOGY I (1.00 c.h.) and MUS 306 TECHNOLOGY FOR MUSIC EDUCATORS (2.00 c.h.) for ED 280 EDUCATIONAL MEDIA AND TECHNOLOGY (3.00 c.h.).

[3] English/Language Arts student must also complete RDG 355 LINGUISTICS FOR EDUCATORS (3.0 c.h.)

[4] Physical Education students may complete EPER 465 ADAPTED PHYSICAL EDUCATION (3.0 c.h.) or ED 412 TEACHING DIVERSE LEARNERS (3.00 c.h.).

[5] GPA of 2.6 required

[6] English/Language Arts student must also complete ED 447 TEACHING ENGLISH IN SECONDARY SCHOOLS (4.00 c.h.)

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Note: Students completing a major with a concentration in Secondary Education are required to complete a minor in Education and to meet all other requirements outlined by the Teacher Education Program.

*COMR 103 is required for admission into the Teacher Education Program.

Course	Title	Credits
Year 1		
Fall		
ED 202	Foundations of Education	3
ENG 101	Rhetoric & Writing I (GT-CO1)	3
MATH 126	Calculus and Analytic Geometry I (GT-MA1)	5
PHYS 201	Principles of Physics I (GT-SC2)	3
PHYS 201L	Principles of Physics Lab I (GT-SC1)	1
	Credits	15
Spring		
ENG 102	Rhetoric & Writing II (GT-CO2)	3
MATH 224	Calculus and Analytic Geometry II	5
PHYS 221	General Physics I (GT-SC2)	4
or CHEM 121	or General Chemistry I (GT-SC2)	
PHYS 221L	General Physics I Lab (GT-SC1)	1
or CHEM 121L	or General Chemistry Lab I (GT-SC1)	
General Education Must be World Language course.		3
	Credits	16
Year 2		
Fall		
ED 280	Educational Media and Technology	3
MATH 319	Number Theory	3
MATH 325	Intermediate Calculus	4
PHYS 222	General Physics II (GT-SC2)	4
or CHEM 122	or General Chemistry II (GT-SC2)	
PHYS 222L	General Physics II Lab (GT-SC1)	1
or CHEM 122L	or General Chemistry Lab II (GT-SC1)	
	Credits	15
Spring		
COMR 103	Speaking and Listening (*)	3
MATH 307	Introduction to Linear Algebra	4
MATH 242	Introduction to Computation	4
MATH 330	Introduction to Higher Geometry	3
PSYC 151	Human Development (GT-SS3)	3
or PSYC 251	or Childhood and Adolescence	
	Credits	17
Year 3		
Fall		
ED 301	Frameworks of Teaching	4
MATH 477	Methods for Teaching Secondary Math	3-4
or MATH 463	or History of Mathematics	
MATH 350	Probability	3
General Education 3 credits must be World Language course.		6
	Credits	16-17
Spring		
ED 412	Teaching Diverse Learners	3
MATH 356	Statistics for Engineers and Scientists	3
MATH 427	Abstract Algebra	4
General Education		3
	Credits	13
Year 4		
Fall		
MATH 421	Introduction to Analysis	4
MATH 477	Methods for Teaching Secondary Math	3-4
or MATH 463	or History of Mathematics	
RDG 435	Content Area Literacy	4
Elective		3
	Credits	14-15
Spring		
ED 485	Capstone Seminar in Education	1

ED 488	Student Teaching Secondary	12
or ED 489	or Student Teaching K-12	
	Credits	13
	Total Credits	119-121

Mathematics: Secondary Certification Concentration, Bachelor of Science

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.

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.

Specific Program Requirements

- All mathematics majors must complete the mathematics core curriculum: MATH 126 CALCULUS AND ANALYTIC GEOMETRY I (5.00 c.h.), MATH 224 CALCULUS AND ANALYTIC GEOMETRY II (5.00 c.h.), MATH 307 INTRODUCTION TO LINEAR ALGEBRA (4.00 c.h.), MATH 325 INTERMEDIATE CALCULUS (4.0 c.h.), MATH 350 PROBABILITY (3.00 c.h.), MATH 421 INTRODUCTION TO ANALYSIS (4.00 c.h.), and MATH 427 ABSTRACT ALGEBRA (4.00 c.h.). Majors are expected to complete core courses numbered above MATH 325 INTERMEDIATE CALCULUS (4.0 c.h.) 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 DIFFERENTIAL EQUATIONS I (3.00 c.h.) is a required elective for all mathematics majors not pursuing secondary education concentration.
- All majors are required to complete an approved two-term sequence in a laboratory science (CHEM 121 GENERAL CHEMISTRY I (4.0 c.h.)/CHEM 121L GENERAL CHEMISTRY LAB I (1.00 c.h.) and CHEM 122 GENERAL CHEMISTRY II (4.00 c.h.)/CHEM 122L GENERAL CHEMISTRY LAB II (1.00 c.h.), or PHYS 221 GENERAL PHYSICS I (4.00 c.h.)/PHYS 221L GENERAL PHYSICS I LAB (1.00 c.h.) and PHYS 222 GENERAL PHYSICS II (4.00 c.h.)/PHYS 222L GENERAL PHYSICS II LAB (1.00 c.h.)).
- 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.

Course	Title	Credits
MATH Courses		
MATH 126	CALCULUS AND ANALYTIC GEOMETRY I	5.00
MATH 224	CALCULUS AND ANALYTIC GEOMETRY II	5.00
MATH 307	INTRODUCTION TO LINEAR ALGEBRA	4.00
MATH 319	NUMBER THEORY	3.0
MATH 325	INTERMEDIATE CALCULUS	4.0
MATH 330	INTRODUCTION TO HIGHER GEOMETRY	3.0
MATH 350	PROBABILITY	3.00
MATH 356	STATISTICS FOR ENGINEERS AND SCIENTISTS	3.00
MATH 421	INTRODUCTION TO ANALYSIS	4.00
MATH 427	ABSTRACT ALGEBRA	4.00
MATH 463	HISTORY OF MATHEMATICS	3.00
MATH 477	METHODS FOR TEACHING SECONDARY MATH	4.00
Education Minor		**33**
Laboratory Science Sequence		**10**
Computer Programming		**4**
Electives		**7**
General Education		**21**
Total Credits		120

[1]   Excluding MATH 360 ELEMENTARY MATHEMATICS CONCEPTS I (3.00 c.h.), MATH 361 ELEMENTARY MATHEMATICS CONCEPTS II (3.00 c.h.), MATH 477 METHODS FOR TEACHING SECONDARY MATH (4.00 c.h.).

Specific Requirements for Secondary & K-12 Education/Minor

The student must complete an appropriate major and the following Education courses:

Course	Title	Credits
Select one of the following:		
PSYC 151	HUMAN DEVELOPMENT [1]	3
or PSYC 251	CHILDHOOD AND ADOLESCENCE	

or PSYC 342	EDUCATIONAL PSYCHOLOGY	
ED 202	FOUNDATIONS OF EDUCATION	3
ED 280	EDUCATIONAL MEDIA AND TECHNOLOGY [2]	3
ED 301	FRAMEWORKS OF TEACHING (Admission to Education is completed in this course)	4
RDG 435	CONTENT AREA LITERACY [3, 5]	4
Special Methods in Education Areas (Prerequisites - Admission to Education) [5, 6]		4
ED 412	TEACHING DIVERSE LEARNERS [4, 5]	3
ED 485	CAPSTONE SEMINAR IN EDUCATION	1
ED 488	STUDENT TEACHING SECONDARY	12
or ED 489	STUDENT TEACHING K-12	
Total Credits [3]		37-40

[1] Music students may take PSYC 151 HUMAN DEVELOPMENT (3.0 c.h.) or PSYC 251 CHILDHOOD AND ADOLESCENCE (3.0 c.h.).

[2] Music Education students may complete MUS 103 MUSIC AND COMPUTER TECHNOLOGY I (1.00 c.h.) and MUS 306 TECHNOLOGY FOR MUSIC EDUCATORS (2.00 c.h.) for ED 280 EDUCATIONAL MEDIA AND TECHNOLOGY (3.00 c.h.).

[3] English/Language Arts student must also complete RDG 355 LINGUISTICS FOR EDUCATORS (3.0 c.h.)

[4] Physical Education students may complete EPER 465 ADAPTED PHYSICAL EDUCATION (3.0 c.h.) or ED 412 TEACHING DIVERSE LEARNERS (3.00 c.h.).

[5] GPA of 2.6 required

[6] English/Language Arts student must also complete ED 447 TEACHING ENGLISH IN SECONDARY SCHOOLS (4.00 c.h.)

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Note: Students completing a major with a concentration in Secondary Education are required to complete a minor in Education and to meet all other requirements outlined by the Teacher Education Program.

*COMR 103 is required for admission into the Teacher Education Program.

Course	Title	Credits
Year 1		
Fall		
ED 202	Foundations of Education	3
ENG 101	Rhetoric & Writing I (GT-CO1)	3
MATH 126	Calculus and Analytic Geometry I (GT-MA1)	5
PHYS 201	Principles of Physics I (GT-SC2)	3
PHYS 201L	Principles of Physics Lab I (GT-SC1)	1
	Credits	15
Spring		
ENG 102	Rhetoric & Writing II (GT-CO2)	3
MATH 224	Calculus and Analytic Geometry II	5

Course	Title	Credits
PHYS 221 or CHEM 121	General Physics I (GT-SC2) or General Chemistry I (GT-SC2)	4
PHYS 221L or CHEM 121L	General Physics I Lab (GT-SC1) or General Chemistry Lab I (GT-SC1)	1
General Education	Must be World Language course.	3
	Credits	16
Year 2		
Fall		
ED 280	Educational Media and Technology	3
MATH 319	Number Theory	3
MATH 325	Intermediate Calculus	4
PHYS 222	General Physics II (GT-SC2)	4
PHYS 222L	General Physics II Lab (GT-SC1)	1
	Credits	15
Spring		
COMR 103	Speaking and Listening	3
MATH 307	Introduction to Linear Algebra	4
MATH 242	Introduction to Computation	4
MATH 330	Introduction to Higher Geometry	3
PSYC 151 or PSYC 251	Human Development (GT-SS3) or Childhood and Adolescence	3
	Credits	17
Year 3		
Fall		
ED 301	Frameworks of Teaching	4
MATH 477 or MATH 463	Methods for Teaching Secondary Math or History of Mathematics	3-4
MATH 350	Probability	3
General Education	3 credits must be World Language course.	6
	Credits	16-17
Spring		
ED 412	Teaching Diverse Learners	3
MATH 356	Statistics for Engineers and Scientists	3
MATH 427	Abstract Algebra	4
General Education		3
	Credits	13
Year 4		
Fall		
MATH 421	Introduction to Analysis	4
MATH 477 or MATH 463	Methods for Teaching Secondary Math or History of Mathematics	3-4
RDG 435	Content Area Literacy	4
Elective		3
	Credits	14-15
Spring		
ED 485	Capstone Seminar in Education	1
ED 488 or ED 489	Student Teaching Secondary or Student Teaching K-12	12
	Credits	13
	Total Credits	119-121

Physics, Bachelor of 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.

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.

Specific Program Requirements

- Students graduating with a BS in physics must complete physics courses in their program with grades of C or better.
- 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.
- Physics majors are expected to complete at CSU Pueblo all physics courses in their program numbered above PHYS 323. Minors are expected to complete at least 7 credit hours of upper division physics courses at CSU Pueblo.
- 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 concentration areas, students must demonstrate knowledge of computer programming.
- In all but the teaching concentration 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.

Course	Title	Credits
PHYS Courses		
PHYS 221 & 221L	GENERAL PHYSICS I and GENERAL PHYSICS I LAB	5
PHYS 222 & 222L	GENERAL PHYSICS II and GENERAL PHYSICS II LAB	5
PHYS 301	ANALYTICAL AND ORBITAL MECHANICS	4
PHYS 321	THERMODYNAMICS	3
PHYS 322	ADVANCED LABORATORY - THERMO	1
PHYS 323 & 323L	GENERAL PHYSICS III and GENERAL PHYSICS III LAB	5
PHYS 341	OPTICS	3
PHYS 342	ADVANCED LABORATORY-OPTICS	1
PHYS 431	ELECTRICITY AND MAGNETISM	4
PHYS 432	ADVANCED LABORATORY-ELECTRICITY AND MAGNETISM	1
PHYS 441	QUANTUM MECHANICS	4
PHYS 480	PRACTICUM IN LABORATORY INSTRUCTION	1
PHYS 492	RESEARCH	1
PHYS 493	SEMINAR	1
PHYS 499	THESIS RESEARCH	1
Other Required Courses		
CHEM 121 & 121L	GENERAL CHEMISTRY I and GENERAL CHEMISTRY LAB I	5
CHEM 122 & 122L	GENERAL CHEMISTRY II and GENERAL CHEMISTRY LAB II	5
MATH 242	INTRODUCTION TO COMPUTATION (The higher level and Python language of Math 242 is needed to increase the computational skill of majors and graduates.)	4
MATH 126	CALCULUS AND ANALYTIC GEOMETRY I	5
MATH 207	MATRIX AND VECTOR ALGEBRA WITH APPLICATIONS	3
MATH 224	CALCULUS AND ANALYTIC GEOMETRY II	5
MATH 325	INTERMEDIATE CALCULUS	4
MATH 337	DIFFERENTIAL EQUATIONS I	3
MATH 338	DIFFERENTIAL EQUATIONS II	3
Approved Math Elective		
Select 3-4 credits		3-4
General Education		
Select 24 credits		24
Electives		
Select 16-17 credits		16-17
Total Credits		120-122

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Course	Title	Credits
Year 1		
Fall		
CHEM 121 & 121L	General Chemistry I (GT-SC2) and General Chemistry Lab I (GT-SC1)	5

ENG 101	Rhetoric & Writing I (GT-CO1)	3
MATH 126	Calculus and Analytic Geometry I (GT-MA1)	5
General Education		3
	Credits	16
Spring		
ENG 102	Rhetoric & Writing II (GT-CO2)	3
MATH 207	Matrix and Vector Algebra with Applications	3
MATH 224	Calculus and Analytic Geometry II	5
PHYS 221 & 221L	General Physics I (GT-SC2) and General Physics I Lab (GT-SC1)	5
	Credits	16
Year 2		
Fall		

MATH 242
   or EN 103
	Introduction to Computation
	   or Problem Solving for Engineers
		3-4

MATH 325	Intermediate Calculus	4
PHYS 222 & 222L	General Physics II (GT-SC2) and General Physics II Lab (GT-SC1)	5
General Education		3
	Credits	15-16
Spring		
CHEM 121 & 121L	General Chemistry I (GT-SC2) and General Chemistry Lab I (GT-SC1)	5
MATH 337	Differential Equations I	3
PHYS 323 & 323L	General Physics III and General Physics III Lab	5
General Education		3
	Credits	16
Year 3		
Fall		
MATH 338	Differential Equations II	3
PHYS 341	Optics	3
PHYS 342	Advanced Laboratory-Optics	1
General Education		6
Elective		3
	Credits	16
Spring		
PHYS 301	Analytical and Orbital Mechanics	4
PHYS 321	Thermodynamics	3
PHYS 322	Advanced Laboratory - Thermo	1
PHYS 492	Research	1
General Education		3
Elective		1-2
	Credits	13-14
Year 4		
Fall		
PHYS 431	Electricity and Magnetism	4
PHYS 432	Advanced Laboratory-Electricity and Magnetism	1
PHYS 480	Practicum in Laboratory Instruction	1
Elective ^{3 credits must be one of the following: MATH 307, MATH 356, or MATH 425.}		9-10
	Credits	15-16
Spring		
PHYS 441	Quantum Mechanics	4
PHYS 493	Seminar	1
PHYS 499	Thesis Research	1
Elective		6
	Credits	12
	Total Credits	119-122

Physics, Minor

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.

Specific Program Requirements

Course	Title	Credits
PHYS Courses		
PHYS 221 & 221L	GENERAL PHYSICS I and GENERAL PHYSICS I LAB	5
PHYS 222 & 222L	GENERAL PHYSICS II and GENERAL PHYSICS II LAB	5
PHYS 323 & 323L	GENERAL PHYSICS III and GENERAL PHYSICS III LAB	5
Approved Upper-division Electives in Physics		
Select 5 credits		5
Total Credits		20

Physics: Physical Science Secondary Certification Concentration, Bachelor of 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.

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 concentration 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 concentration 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.

Specific Program 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 concentration areas, students must demonstrate knowledge of computer programming.
- In all but the teaching concentration 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.

Course	Title	Credits
PHYS Courses		
PHYS 221 & 221L	GENERAL PHYSICS I and GENERAL PHYSICS I LAB	5
PHYS 222 & 222L	GENERAL PHYSICS II and GENERAL PHYSICS II LAB	5
PHYS 301	ANALYTICAL AND ORBITAL MECHANICS	4
PHYS 321	THERMODYNAMICS	3
PHYS 322	ADVANCED LABORATORY - THERMO	1
PHYS 323 & 323L	GENERAL PHYSICS III and GENERAL PHYSICS III LAB	5
PHYS 341	OPTICS	3
PHYS 342	ADVANCED LABORATORY-OPTICS	1
PHYS 431	ELECTRICITY AND MAGNETISM	4
PHYS 432	ADVANCED LABORATORY-ELECTRICITY AND MAGNETISM	1
PHYS 441	QUANTUM MECHANICS	4
PHYS 480	PRACTICUM IN LABORATORY INSTRUCTION	1
PHYS 492	RESEARCH	1
PHYS 493	SEMINAR	1
PHYS 499	THESIS RESEARCH	1

Other Required Courses		
CHEM 121 & 121L	GENERAL CHEMISTRY I and GENERAL CHEMISTRY LAB I	5
CHEM 122 & 122L	GENERAL CHEMISTRY II and GENERAL CHEMISTRY LAB II	5
MATH 242 or EN 103	INTRODUCTION TO COMPUTATION PROBLEM SOLVING FOR ENGINEERS	3-4
MATH 126	CALCULUS AND ANALYTIC GEOMETRY I	5
MATH 207	MATRIX AND VECTOR ALGEBRA WITH APPLICATIONS	3
MATH 224	CALCULUS AND ANALYTIC GEOMETRY II	5
MATH 325	INTERMEDIATE CALCULUS	4
MATH 337	DIFFERENTIAL EQUATIONS I	3
MATH 338	DIFFERENTIAL EQUATIONS II	3
Approved Math Elective		
Select 3-4 credits		3-4
General Education		
Select 24 credits		24
Electives		
Select 15-17 credits		15-17
Total Credits		118-122

Specific Concentration Requirements

Course	Title	Credits
PHYS Courses		
PHYS 110 & 110L	ASTRONOMY and ASTRONOMY LAB	4
PHYS 140 & 140L	LIGHT, ENERGY, & THE ATOM and LIGHT, ENERGY AND THE ATOM LAB	4
PHYS 221 & 221L	GENERAL PHYSICS I and GENERAL PHYSICS I LAB	5
PHYS 222 & 222L	GENERAL PHYSICS II and GENERAL PHYSICS II LAB	5
PHYS 323 & 323L	GENERAL PHYSICS III and GENERAL PHYSICS III LAB	5
CHEM Courses		
CHEM 121 & 121L	GENERAL CHEMISTRY I and GENERAL CHEMISTRY LAB I	5
CHEM 122 & 122L	GENERAL CHEMISTRY II and GENERAL CHEMISTRY LAB II	5
Select one of the following:		4-5
CHEM 211 & 211L	INTRODUCTION TO ORGANIC CHEMISTRY and INTRO TO ORGANIC CHEMISTRY LAB	4
CHEM 301 & 301L	ORGANIC CHEMISTRY I and ORGANIC CHEMISTRY LAB I	5
CHEM 317 & 317L	QUANTITATIVE ANALYSIS and QUANTITATIVE ANALYSIS LAB	5
CHEM 321	PHYSICAL CHEMISTRY I	3
CHEM 378	PRACTICUM IN LABORATORY INSTRUCTION	1
Other Required Courses		
BIOL 100 & 100L	PRINCIPLES OF BIOLOGY and PRINCIPLES OF BIOLOGY LAB	4
BIOL 121 & 121L	ENVIRONMENTAL CONSERVATION and ENVIRONMENTAL CONSERVATION LAB	4

GEOL 101 & 101L	EARTH SCIENCE and EARTH SCIENCE LAB	4
MATH 126	CALCULUS AND ANALYTIC GEOMETRY I	5
MATH 224	CALCULUS AND ANALYTIC GEOMETRY II	5
ED 444	TEACHING SECONDARY SCIENCE	4
General Education		
Select 21 credits		21
Education Minor Courses		**33**
Total Credits		126-127

Specific Requirements for Secondary & K-12 Education/Minor

The student must complete an appropriate major and the following Education courses:

Course	Title	Credits
Select one of the following:		
PSYC 151	HUMAN DEVELOPMENT [1]	3
or PSYC 251	CHILDHOOD AND ADOLESCENCE	
or PSYC 342	EDUCATIONAL PSYCHOLOGY	
ED 202	FOUNDATIONS OF EDUCATION	3
ED 280	EDUCATIONAL MEDIA AND TECHNOLOGY [2]	3
ED 301	FRAMEWORKS OF TEACHING (Admission to Education is completed in this course)	4
RDG 435	CONTENT AREA LITERACY [3, 5]	4
Special Methods in Education Areas (Prerequisites - Admission to Education) [5, 6]		4
ED 412	TEACHING DIVERSE LEARNERS [4, 5]	3
ED 485	CAPSTONE SEMINAR IN EDUCATION	1
ED 488	STUDENT TEACHING SECONDARY	12
or ED 489	STUDENT TEACHING K-12	
Total Credits [3]		37-40

[1] Music students may take PSYC 151 HUMAN DEVELOPMENT (3.0 c.h.) or PSYC 251 CHILDHOOD AND ADOLESCENCE (3.0 c.h.).

[2] Music Education students may complete MUS 103 MUSIC AND COMPUTER TECHNOLOGY I (1.00 c.h.) and MUS 306 TECHNOLOGY FOR MUSIC EDUCATORS (2.00 c.h.) for ED 280 EDUCATIONAL MEDIA AND TECHNOLOGY (3.00 c.h.).

[3] English/Language Arts student must also complete RDG 355 LINGUISTICS FOR EDUCATORS (3.0 c.h.).

[4] Physical Education students may complete EPER 465 ADAPTED PHYSICAL EDUCATION (3.0 c.h.) or ED 412 TEACHING DIVERSE LEARNERS (3.00 c.h.).

[5] GPA of 2.6 required

[6] English/Language Arts student must also complete ED 447 TEACHING ENGLISH IN SECONDARY SCHOOLS (4.00 c.h.)

Physics: Physics Secondary Certification Concentration, Bachelor of 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.

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.

Specific Program 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 concentration areas, students must demonstrate knowledge of computer programming.
- In all but the teaching concentration 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.

Course	Title	Credits
PHYS Courses		
PHYS 221 & 221L	GENERAL PHYSICS I and GENERAL PHYSICS I LAB	5
PHYS 222 & 222L	GENERAL PHYSICS II and GENERAL PHYSICS II LAB	5
PHYS 301	ANALYTICAL AND ORBITAL MECHANICS	4
PHYS 321	THERMODYNAMICS	3
PHYS 322	ADVANCED LABORATORY - THERMO	1
PHYS 323 & 323L	GENERAL PHYSICS III and GENERAL PHYSICS III LAB	5
PHYS 341	OPTICS	3
PHYS 342	ADVANCED LABORATORY-OPTICS	1
PHYS 431	ELECTRICITY AND MAGNETISM	4
PHYS 432	ADVANCED LABORATORY-ELECTRICITY AND MAGNETISM	1
PHYS 441	QUANTUM MECHANICS	4
PHYS 480	PRACTICUM IN LABORATORY INSTRUCTION	1
PHYS 492	RESEARCH	1
PHYS 493	SEMINAR	1
PHYS 499	THESIS RESEARCH	1
Other Required Courses		
CHEM 121 & 121L	GENERAL CHEMISTRY I and GENERAL CHEMISTRY LAB I	5
CHEM 122 & 122L	GENERAL CHEMISTRY II and GENERAL CHEMISTRY LAB II	5
MATH 242 or EN 103	INTRODUCTION TO COMPUTATION PROBLEM SOLVING FOR ENGINEERS	3-4
MATH 126	CALCULUS AND ANALYTIC GEOMETRY I	5
MATH 207	MATRIX AND VECTOR ALGEBRA WITH APPLICATIONS	3
MATH 224	CALCULUS AND ANALYTIC GEOMETRY II	5
MATH 325	INTERMEDIATE CALCULUS	4
MATH 337	DIFFERENTIAL EQUATIONS I	3
MATH 338	DIFFERENTIAL EQUATIONS II	3
Approved Math Elective		
Select 3-4 credits		3-4
General Education		
Select 24 credits		24
Electives		
Select 15-17 credits		15-17
Total Credits		118-122

Specific Concentration Requirements

Course	Title	Credits
PHYS Courses		
PHYS 110	ASTRONOMY	3
PHYS 140 & 140L	LIGHT, ENERGY, & THE ATOM and LIGHT, ENERGY AND THE ATOM LAB	4
PHYS 221 & 221L	GENERAL PHYSICS I and GENERAL PHYSICS I LAB	5
PHYS 222 & 222L	GENERAL PHYSICS II and GENERAL PHYSICS II LAB	5
PHYS 321 & PHYS 322	THERMODYNAMICS and ADVANCED LABORATORY - THERMO	4
PHYS 323 & 323L	GENERAL PHYSICS III and GENERAL PHYSICS III LAB	5
PHYS 341 & PHYS 342	OPTICS and ADVANCED LABORATORY-OPTICS	4
PHYS 480	PRACTICUM IN LABORATORY INSTRUCTION	1
Other Required Courses		
BIOL 100 & 100L	PRINCIPLES OF BIOLOGY and PRINCIPLES OF BIOLOGY LAB	4
BIOL 121 & 121L	ENVIRONMENTAL CONSERVATION and ENVIRONMENTAL CONSERVATION LAB	4
CHEM 121 & 121L	GENERAL CHEMISTRY I and GENERAL CHEMISTRY LAB I	5
CHEM 122 & 122L	GENERAL CHEMISTRY II and GENERAL CHEMISTRY LAB II	5
ED 444	TEACHING SECONDARY SCIENCE	4
GEOL 101 & 101L	EARTH SCIENCE and EARTH SCIENCE LAB	4
MATH 126	CALCULUS AND ANALYTIC GEOMETRY I	5
MATH 224	CALCULUS AND ANALYTIC GEOMETRY II	5
General Education		
Education Minor Requirements		**33**
Select 21 credits		21
Total Credits		121

Specific Requirements for Secondary & K-12 Education/Minor

The student must complete an appropriate major and the following Education courses:

Course	Title	Credits
Select one of the following:		
PSYC 151 or PSYC 251 or PSYC 342	HUMAN DEVELOPMENT [1] CHILDHOOD AND ADOLESCENCE EDUCATIONAL PSYCHOLOGY	3
ED 202	FOUNDATIONS OF EDUCATION	3
ED 280	EDUCATIONAL MEDIA AND TECHNOLOGY [2]	3
ED 301	FRAMEWORKS OF TEACHING (Admission to Education is completed in this course)	4
RDG 435	CONTENT AREA LITERACY [3, 5]	4
Special Methods in Education Areas (Prerequisites - Admission to Education) [5, 6]		4
ED 412	TEACHING DIVERSE LEARNERS [4, 5]	3
ED 485	CAPSTONE SEMINAR IN EDUCATION	1

ED 488	STUDENT TEACHING SECONDARY	12
or ED 489	STUDENT TEACHING K-12	
Total Credits [3]		37-40

[1]   Music students may take PSYC 151 HUMAN DEVELOPMENT (3.0 c.h.) or PSYC 251 CHILDHOOD AND ADOLESCENCE (3.0 c.h.).

[2]   Music Education students may complete MUS 103 MUSIC AND COMPUTER TECHNOLOGY I (1.00 c.h.) and MUS 306 TECHNOLOGY FOR MUSIC EDUCATORS (2.00 c.h.) for ED 280 EDUCATIONAL MEDIA AND TECHNOLOGY (3.00 c.h.).

[3]   English/Language Arts student must also complete RDG 355 LINGUISTICS FOR EDUCATORS (3.0 c.h.)

[4]   Physical Education students may complete EPER 465 ADAPTED PHYSICAL EDUCATION (3.0 c.h.) or ED 412 TEACHING DIVERSE LEARNERS (3.00 c.h.).

[5]   GPA of 2.6 required

[6]   English/Language Arts student must also complete ED 447 TEACHING ENGLISH IN SECONDARY SCHOOLS (4.00 c.h.)

THE HASAN SCHOOL OF BUSINESS

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.

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 advisor to understand any additional requirements.

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.

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.

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 advisor each term to plan their course schedules for the upcoming term. In addition, consulting with an advisor is necessary in declaring a business major, applying for an internship and filing a graduation planning sheet.

Academic Programs

- Accounting, Bachelor of Science in Business Administration (p. 377)
- Accounting, Minor (p. 379)
- Automotive Industry Management, Bachelor of Applied Science (p. 379)
- Automotive Industry Management, Bachelor of Science (p. 380)
- Automotive Industry Management, Minor (p. 381)
- Business Administration 3+2 Program, Integrated Bachelor of Science in Business Administration/Master of Business Administration (p. 382)
- Business Administration 3+2 Program, Integrated Computer Information Systems, Bachelor of Science/Master of Business Administration (p. 383)
- Business Administration 3+2 Program, Integrated Construction Management, Bachelor of Science/Master of Business Administration (p. 384)
- Business Administration 3+2 Program, Non-Integrated BS, BA/MBA (p. 385)

Accounting, Bachelor of Science in Business Administration

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.

Specific Admission Requirements

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.

Majors & Concentration 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.

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 BSAD 493 Senior Seminar (1 c.h.) 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.

Specific Program Requirements

Course	Title	Credits
ACCT 301	INTERMEDIATE ACCOUNTING I	3.0
ACCT 302	INTERMEDIATE ACCOUNTING II	3.0
ACCT 311	FEDERAL INCOME TAX	3.0
ACCT 320	COST ACCOUNTING	3.0
ACCT 330	ACCOUNTING INFORMATION SYSTEMS	3.0
ACCT 401	ADVANCED FINANCIAL ACCOUNTING	3.0
ACCT 404	CPA LAW	3.0
ACCT 410	AUDITING	3.0
Total Credits		24

Business Core

Course	Title	Credits
ACCT 201	PRINCIPLES OF FINANCIAL ACCOUNTING	3.0
ACCT 202	PRINCIPLES OF MANAGERIAL ACCOUNTING	3.0
BSAD 101	BUSINESS-CAREERS AND OPPORTUNITIES	1.0
BSAD 265	INFERENTIAL STATISTICS & PROBLEM SOLVING	3
BSAD 270	BUSINESS COMMUNICATIONS	3.0
BSAD 302	ETHICS IN BUSINESS	3.0
BSAD 360	ADVANCED BUSINESS STATISTICS	3.0
BSAD 493	SENIOR SEMINAR	1.0
CIS 100	INTRODUCTION TO WORD	1
CIS 103	INTRODUCTION TO POWERPOINT	1
CIS 104	INTRODUCTION TO 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 Credits		51

Specific Graduation Requirements

(Accounting, Business Management, & 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, & Economics)

General Education: 35[1]
Business Core: 45[1]
Major: 24-39
Open Electives: 0-16

TOTAL (minimum credits): 120

[1]   ECON 201 PRINCIPLES OF MACROECONOMICS (3.00 c.h.) and ECON 202 PRINCIPLES OF MICROECONOMICS (3.00 c.h.) are counted in General Education.

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should

become familiar with the catalog in effect at the time in which they entered the institution.

Course	Title	Credits
Year 1		
Fall		
ENG 101	Rhetoric & Writing I (GT-CO1)	3
BSAD 101	Business-Careers and Opportunities	1
General Education		7
MATH 101	Introductory College Mathematics (GT-MA1)	3
	Credits	14
Spring		
CIS 100	Introduction to Word	1
CIS 103	Introduction to PowerPoint	1
CIS 104	Introduction to Excel Spreadsheets	1
ENG 102	Rhetoric & Writing II (GT-CO2)	3
MATH 220	Quantitative Analysis for Business	4
General Education		7
	Credits	17
Year 2		
Fall		
ACCT 201	Principles of Financial Accounting	3
BSAD 265	Inferential Statistics & Problem Solving	3
ENG 201 or ECON 202	Introduction to Theory or Principles of Microeconomics (GT-SS1)	3
General Education		6
	Credits	15
Spring		
ACCT 202	Principles of Managerial Accounting	3
BSAD 270	Business Communications	3
BSAD 360	Advanced Business Statistics	3
ECON 202 or ECON 201	Principles of Microeconomics (GT-SS1) or Principles of Macroeconomics (GT-SS1)	3
MGMT 201	Principles of Management	3
	Credits	15
Year 3		
Fall		
ACCT 301	Intermediate Accounting I	3
ACCT 330	Accounting Information Systems	3
BSAD 302	Ethics in Business	3
FIN 330	Principles of Finance	3
MGMT 301	Organizational Behavior	3
	Credits	15
Spring		
ACCT 302	Intermediate Accounting II	3
ACCT 320	Cost Accounting	3
MGMT 311	Operations and Quality Management	3
MKTG 340	Principles of Marketing	3
Elective		3
	Credits	15
Year 4		
Fall		
ACCT 311	Federal Income Tax	3
ACCT 404	CPA Law	3
ACCT 410	Auditing	3
Elective		6
	Credits	15
Spring		
ACCT 401	Advanced Financial Accounting	3
BSAD 493	Senior Seminar	1
MGMT 485	Strategic Management	3

Elective		6
	Credits	13
	Total Credits	119

Accounting, Minor
Specific Program Requirements

Course	Title	Credits
ACCT 201	PRINCIPLES OF FINANCIAL ACCOUNTING	3.0
ACCT 202	PRINCIPLES OF MANAGERIAL ACCOUNTING	3.0
ACCT 301	INTERMEDIATE ACCOUNTING I	3.0
ACCT 320	COST ACCOUNTING	3.0
ACCT 3/400	Elective	3
ECON 202	PRINCIPLES OF MICROECONOMICS	3
MGMT 201	PRINCIPLES OF MANAGEMENT	3
Total Credits		21

A GPA of 2.000 or higher is required for the minor.

Automotive Industry Management, Bachelor of Applied Science
Specific Admission Requirements

An Associate of Science or Associate of Applied Science degree in Automotive is required.

Students who have completed automotive certificate programs are eligible to enter the AIM BAS if the certificate-awarding school was accredited by ASE for AST or MAST. Students from these certificate programs would complete required GT Pathways courses at a community college or at CSU Pueblo.

Specific Program Requirements

- 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.

Course	Title	Credits
AIM 305	REGULATORY, ENVIRO, HEALTH ISSUES	3.00
AIM 325	FUELS AND LUBRICANT PRODUCTION, MARKETING AND CONSERVATION	3.00
AIM 405	PERSONAL SELLING METHODS AND TECHNIQUES	4.00
AIM 425	AUTOMOTIVE FINANCIAL MANAGEMENT	5.00
AIM 345	ADVANCED AUTOMOTIVE SYSTEMS	5.00
AIM 355	AUTOMOTIVE SHOP PRACTICES	5.0
OPEN ELECTIVE		1.00
Total Credits		26

Required AAS in automotive will transfer in 64 credits toward this major.

This BAS may include up to 6 escrow credit hours (see the Academic Policies section of the catalog), which will be posted the semester prior to anticipated graduation. The escrow credit awarded will include 1 lower division elective credit and 5 upper division credits for AIM 345. This may

be granted for AAS degree plus Automotive Service Excellence (ASE) entry level certification, upon review by program director.

Students with significant shop experience may be granted credit for prior learning for AIM 355 (5 upper division credits), upon portfolio review by program director.

Specific Business Administration and Supervisory Management Minor Courses

Course	Title	Credits
ACCT 201	PRINCIPLES OF FINANCIAL ACCOUNTING	3
ACCT 202	PRINCIPLES OF MANAGERIAL ACCOUNTING	3.0
ECON 201	PRINCIPLES OF MACROECONOMICS	3.00
ECON 202	PRINCIPLES OF MICROECONOMICS	3.00
FIN 330	PRINCIPLES OF FINANCE	3.00
MGMT 201	PRINCIPLES OF MANAGEMENT	3.00
MGMT 301	ORGANIZATIONAL BEHAVIOR	3.00
MGMT 318	HUMAN RESOURCE MANAGEMENT	3.00
MGMT 410	LABOR MANAGMENT RELATIONS	3.00
MKTG 340	PRINCIPLES OF MARKETING	3.00
Total Credits		30

A cumulative grade point average of 2.000 is required in the BSAD minor courses.

Institutional and General Education

Students must complete 120 credits total, with 40 credits upper division. Students will transfer in an AAS or AS degree with at least 15 general education credits. Course requirements in the major will address general education core competencies, thereby fulfilling the remainder of general education requirements.

Specific Graduation Requirements

AIM Bachelor of Applied Science students will be required to complete at least 45 credits at CSU Pueblo and must have at least 40 total upper division credits to graduate.

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Note: Students are not allowed to count the same courses completed for general education requirements as course requirements in the Early Childhood Education major.

Automotive Industry Management, Bachelor of Science

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.

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.

Institutional & 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.

Specific Business Administration Minor Courses

A cumulative grade point average of 2.000 is required in the BSAD minor courses.

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.

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.

Specific Program Requirements

Course	Title	Credits
Required AIM Courses		
AIM 105	AIM AND COLLEGE LIFE	1
AIM 115	AUTOMOTIVE ENGINE DESIGN, OPERATION AND REPAIR	5
AIM 125 & 125L	AUTOMOTIVE SUSPENSION AND BRAKE SYSTEMS and AUTOMOTIVE SUSPENSION AND BRAKE SYSTEMS LAB	4
AIM 155	AUTOMOTIVE PARTS OPERATIONS	4
AIM 165 & 165L	AUTOMOTIVE POWER TRAINS AND DRIVE LINES and AUTOMOTIVE POWER TRAINS AND DRIVE LINES LAB	4
AIM 235 & 235L	AUTOMOTIVE ENGINE PERFORMANCE and AUTOMOTIVE ENGINE PERFORMANCE LAB	4
AIM 245 & 245L	AUTOMOTIVE ELECTRICAL SYSTEMS I and AUTOMOTIVE ELECTRICAL SYSTEMS LABORATORY I	4
AIM 255 & 255L	AUTOMOTIVE ELECTRICAL SYSTEMS II and 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 345	ADVANCED AUTOMOTIVE SYSTEMS	5
AIM 355	AUTOMOTIVE SHOP PRACTICES	5
AIM 405	PERSONAL SELLING METHODS AND TECHNIQUES	4
AIM 425	AUTOMOTIVE FINANCIAL MANAGEMENT	5
Other Required Major Courses [1]		
BSAD 302	ETHICS IN BUSINESS	3.0
CIS xxx	Course(s) Guided Electives	2
MATH 156	INTRODUCTION TO STATISTICS	3
COMR 103	SPEAKING AND LISTENING	3
Must take one of the following:		
AIM 496	COOPERATIVE EDUCATION PLACEMENT	3
	Select other 300 or 400 level course	3
Specific Business Administration Minor Courses		
MGMT 201	PRINCIPLES OF MANAGEMENT	3.00
ACCT 201	PRINCIPLES OF FINANCIAL ACCOUNTING	3.0
ACCT 202	PRINCIPLES OF MANAGERIAL ACCOUNTING	3.0
FIN 330	PRINCIPLES OF FINANCE	3.00
MKTG 340	PRINCIPLES OF MARKETING	3.00
ECON 201	PRINCIPLES OF MACROECONOMICS	3.00
ECON 202	PRINCIPLES OF MICROECONOMICS	3.00
Specific Supervisory Management Minor Courses		
MGMT 301	ORGANIZATIONAL BEHAVIOR	3.00
MGMT 410	LABOR MANAGMENT RELATIONS	3.00
General Education Requirements (see academic advisor)		**23**
Total Credits		120

[1] Students must complete these required major courses with a cumulative grade point average of 2.0 or better.

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Note: Students are not allowed to count the same courses completed for general education requirements as course requirements in the Early Childhood Education major.

Automotive Industry Management, Minor

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.

Specific Program Requirements

Course	Title	Credits
AIM Courses		
AIM 125 & 125L	AUTOMOTIVE SUSPENSION AND BRAKE SYSTEMS and AUTOMOTIVE SUSPENSION AND BRAKE SYSTEMS LAB	4
AIM 235 & 235L	AUTOMOTIVE ENGINE PERFORMANCE and AUTOMOTIVE ENGINE PERFORMANCE LAB	4
AIM 245 & 245L	AUTOMOTIVE ELECTRICAL SYSTEMS I and AUTOMOTIVE ELECTRICAL SYSTEMS LABORATORY I	4
Approved AIM Electives (min)		8
Total Credits		20

Business Administration 3+2 Program, Integrated Bachelor of Science in Business Administration/ Master of Business Administration

Specific 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 PRINCIPLES OF MANAGEMENT (3.00 c.h.), FIN 330 PRINCIPLES OF FINANCE (3.00 c.h.), and MKTG 340 PRINCIPLES OF MARKETING (3.00 c.h.). Students must have a minimum GPA of 3.5 and a GMAT of at least 450 (i.e., an index of 1150) 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.

Options to satisfy GMAT requirement:

All MBA students are required to either take the Graduate Management Admissions Test (GMAT) or qualify to waive the GMAT requirement based on the options provided in the following sections.

Option I: Complete the GMAT with a minimum score of 400 and satisfy the qualification score of 1,150 calculated as 200 * Undergraduate cumulative GPA + GMAT score.

Option II: Take the GRE with a minimum GMAT score equivalent of 400 and a minimum undergraduate GPA of 3.0.

GMAT equivalent Score calculated as [-2080.75 + (GRE Verbal * 6.38) + (GRE Quant * 10.62)] must be at least 400.

Admissions Index Score calculated as GMAT equivalent score + 200 * Undergraduate cumulative GPA, must be equal to or greater than 1,150.

Option III: If you have earned a graduate degree (equivalent to a U.S. Master's or PhD) from a regionally accredited institution with cumulative GPA of 3.0 higher.

If your degree is from outside of the U.S., you will have to provide an official evaluation from any approved evaluation company that proves your master's is equivalent to a U.S. master's degree from a regionally accredited institution.

OR

Current admission and enrollment in a graduate dual-degree program at select partner institutions, currently including MBA admission at Chungnam National University, Korea.

Option IV: Five (5) or more years of full-time substantive mid-level managerial work experience and/or military service with increasing levels of responsibility AND an undergraduate cumulative GPA of 3.0 or higher.

Option V: Ten (10) or more years of full-time substantive mid-level managerial work experience and/or military service with increasing levels of responsibility AND an undergraduate GPA of 2.75 or higher.

All petitioners will need to provide one letter of reference from a supervisor who can verify your work experience and increasing scope of responsibility.

GMAT writing score must be 4.5 or higher to waive BSAD 592 RESEARCH (1-6 c.h.). GRE writing score must be a minimum of 3.5 to waive BSAD 592 RESEARCH (1-6 c.h.).

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 or GRE.

NOTE: Students are strongly encouraged to complete an internship prior to enrolling in graduate-level courses.

Specific Program Requirements

Undergraduate Requirements

Business Core

Course	Title	Credits
ACCT 201	PRINCIPLES OF FINANCIAL ACCOUNTING	3.0
ACCT 202	PRINCIPLES OF MANAGERIAL ACCOUNTING	3.0
BSAD 101	BUSINESS-CAREERS AND OPPORTUNITIES	1.0
BSAD 265	INFERENTIAL STATISTICS & PROBLEM SOLVING	3
BSAD 270	BUSINESS COMMUNICATIONS	3.0
BSAD 302	ETHICS IN BUSINESS	3.0
BSAD 360	ADVANCED BUSINESS STATISTICS	3.0
BSAD 493	SENIOR SEMINAR	1.0
CIS 100	INTRODUCTION TO WORD	1
CIS 103	INTRODUCTION TO POWERPOINT	1
CIS 104	INTRODUCTION TO 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 Credits		51

Students in the integrated BSBA/MBA program must complete:

- The Undergraduate Business Core (excluding BSAD 302 ETHICS IN BUSINESS (3.0 c.h.), MGMT 301 ORGANIZATIONAL BEHAVIOR (3.00 c.h.), MGMT 311 OPERATIONS AND QUALITY MANAGEMENT (3.00 c.h.), and MGMT 485 STRATEGIC MANAGEMENT (3.00 c.h.));
- BSAD 493 SENIOR SEMINAR (1.0 c.h.); and
- A major within the Hasan School of Business

In addition, students must satisfy all GPA requirements for the BSBA).

Independent Studies, Directed Studies, Internships, and Special Projects will not be substituted for core or required courses. They may count only as electives.

Graduate Requirements
MBA Core

Course	Title	Credits
ACCT 510	MANAGERIAL ACCOUNTING	3.0
BSAD 502	BUSINESS ETHICS AND ENVIRONMENT	3.0
BSAD 575	INTERNATIONAL BUSINESS	3.0
ECON 510	ECONOMICS FOR MANAGERS	3
FIN 530	FINANCIAL MANAGEMENT	3
MGMT 511	PRODUCTION/OPERATIONS MANAGEMENT	3
MGMT 520	MANAGEMENT OF ORGANIZATIONAL BEHAVIOR	3
CIS 565	MANAGEMENT INFORMATION SYSTEMS	3
MGMT 585	MANAGEMENT POLICY AND STRATEGY	3
MKTG 540	MARKETING MANAGEMENT	3
In addition, the following MBA courses must be completed:		
Approved Graduate Electives		6
Total Credits		36

Students in the integrated BSBA/MBA program must complete:

- All remaining specified MBA courses.

In addition, students must satisfy all GPA requirements for the MBA (see the MBA listing under the *Graduate Programs* section of the catalog).

Business Administration 3+2 Program, Integrated Computer Information Systems, Bachelor of Science/Master of Business Administration
Specific 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 PRINCIPLES OF MANAGEMENT (3.00 c.h.), FIN 330 PRINCIPLES OF FINANCE (3.00 c.h.), and MKTG 340 PRINCIPLES OF MARKETING (3.00 c.h.). Students must have a minimum GPA of 3.5 and a GMAT of at least 450 (i.e., an index of 1150) 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.

Options to satisfy GMAT requirement:

All MBA students are required to either take the Graduate Management Admissions Test (GMAT) or qualify to waive the GMAT requirement based on the options provided in the following sections.

Option I: Complete the GMAT with a minimum score of 400 and satisfy the qualification score of 1,150 calculated as 200 * Undergraduate cumulative GPA + GMAT score.

Option II: Take the GRE with a minimum GMAT score equivalent of 400 and a minimum undergraduate GPA of 3.0.

GMAT equivalent Score calculated as [-2080.75 + (GRE Verbal * 6.38) + (GRE Quant * 10.62)] must be at least 400.

Admissions Index Score calculated as GMAT equivalent score + 200 * Undergraduate cumulative GPA, must be equal to or greater than 1,150.

Option III: If you have earned a graduate degree (equivalent to a U.S. Master's or PhD) from a regionally accredited institution with cumulative GPA of 3.0 higher.

If your degree is from outside of the U.S., you will have to provide an official evaluation from any approved evaluation company that proves your master's is equivalent to a U.S. master's degree from a regionally accredited institution.

OR

Current admission and enrollment in a graduate dual-degree program at select partner institutions, currently including MBA admission at Chungnam National University, Korea.

Option IV: Five (5) or more years of full-time substantive mid-level managerial work experience and/or military service with increasing levels of responsibility AND an undergraduate cumulative GPA of 3.0 or higher.

Option V: Ten (10) or more years of full-time substantive mid-level managerial work experience and/or military service with increasing levels of responsibility AND an undergraduate GPA of 2.75 or higher.

All petitioners will need to provide one letter of reference from a supervisor who can verify your work experience and increasing scope of responsibility.

GMAT writing score must be 4.5 or higher to waive BSAD 592 RESEARCH (1-6 c.h.). GRE writing score must be a minimum of 3.5 to waive BSAD 592 RESEARCH (1-6 c.h.).

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.

Specific Program Requirements
Undergraduate Requirements

Students in the integrated BS-CIS/MBA program must complete:

- The CIS required and required-related courses excluding CIS 350 DATABASE MANAGEMENT (3.00 c.h.) and CIS 432 SENIOR PROFESSIONAL PROJECT (6.00 c.h.);
- ACCT 201 PRINCIPLES OF FINANCIAL ACCOUNTING (3.0 c.h.), ECON 202 PRINCIPLES OF MICROECONOMICS (3.00 c.h.), FIN 330 PRINCIPLES OF FINANCE (3.00 c.h.) and MKTG 340 PRINCIPLES OF MARKETING (3.00 c.h.);

- 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.

Graduate Requirements

Course	Title	Credits
Required Courses		
ACCT 510	MANAGERIAL ACCOUNTING	3.0
BSAD 502	BUSINESS ETHICS AND ENVIRONMENT	3.0
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 AND STRATEGY	3
MKTG 540	MARKETING MANAGEMENT	3
Additionally Required CIS Courses		
CIS 532	PROFESSIONAL PROJECT	6
CIS 550	ADVANCED DATA ANALYTICS	3
Take one of the following:		3
CIS 510	DATA ANALYTICS WITH PYTHON	3
CIS 560	CYBER SECURITY & DEFENSE	3
CIS 561	IT SECURITY MANAGEMENT	3
CIS 562	COMPUTER FORENSICS	3
Total Credits		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

Business Administration 3+2 Program, Integrated Construction Management, Bachelor of Science/ Master of Business Administration

Specific 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 PRINCIPLES OF MANAGEMENT (3.00 c.h.), FIN 330 PRINCIPLES OF FINANCE (3.00 c.h.), and MKTG 340 PRINCIPLES OF MARKETING (3.00 c.h.). Students must have a minimum GPA of 3.5 and a GMAT of at least 450 (i.e., an index of 1150) 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.

Options to satisfy GMAT requirement:

All MBA students are required to either take the Graduate Management Admissions Test (GMAT) or qualify to waive the GMAT requirement based on the options provided in the following sections.

Option I: Complete the GMAT with a minimum score of 400 and satisfy the qualification score of 1,150 calculated as 200 * Undergraduate cumulative GPA + GMAT score.

Option II: Take the GRE with a minimum GMAT score equivalent of 400 and a minimum undergraduate GPA of 3.0.

GMAT equivalent Score calculated as [-2080.75 + (GRE Verbal * 6.38) + (GRE Quant * 10.62)] must be at least 400.

Admissions Index Score calculated as GMAT equivalent score + 200 * Undergraduate cumulative GPA, must be equal to or greater than 1,150.

Option III: If you have earned a graduate degree (equivalent to a U.S. Master's or PhD) from a regionally accredited institution with cumulative GPA of 3.0 higher.

If your degree is from outside of the U.S., you will have to provide an official evaluation from any approved evaluation company that proves your master's is equivalent to a U.S. master's degree from a regionally accredited institution.

OR

Current admission and enrollment in a graduate dual-degree program at select partner institutions, currently including MBA admission at Chungnam National University, Korea.

Option IV: Five (5) or more years of full-time substantive mid-level managerial work experience and/or military service with increasing levels of responsibility AND an undergraduate cumulative GPA of 3.0 or higher.

Option V: Ten (10) or more years of full-time substantive mid-level managerial work experience and/or military service with increasing levels of responsibility AND an undergraduate GPA of 2.75 or higher.

All petitioners will need to provide one letter of reference from a supervisor who can verify your work experience and increasing scope of responsibility.

GMAT writing score must be 4.5 or higher to waive BSAD 592 RESEARCH (1-6 c.h.). GRE writing score must be a minimum of 3.5 to waive BSAD 592 RESEARCH (1-6 c.h.).

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.

Specific Program Requirements
Undergraduate Requirements

Students in the integrated BS-CM/MBA program must complete:

- ACCT 201 PRINCIPLES OF FINANCIAL ACCOUNTING (3.0 c.h.), ECON 202 PRINCIPLES OF MICROECONOMICS (3.00 c.h.), FIN 330 PRINCIPLES OF FINANCE (3.00 c.h.) and MKTG 340 PRINCIPLES OF MARKETING (3.00 c.h.);
- The CM Required Course Core (excluding BSAD 302 ETHICS IN BUSINESS (3.0 c.h.), replaced by BSAD 502 BUSINESS ETHICS AND ENVIRONMENT (3.0 c.h.))
- The CM major within the College of Education, Engineering and Professional Studies and;
- All remaining specified MBA courses.

Graduate Requirements

In order to minimize additional credits being required BS-CM/MBA students must take the graduate courses MGMT 520 MANAGEMENT OF ORGANIZATIONAL BEHAVIOR (3.00 c.h.), MGMT 511 PRODUCTION/OPERATIONS MANAGEMENT (3.00 c.h.), and MGMT 585 MANAGEMENT POLICY AND STRATEGY (3.00 c.h.) 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.

In summary, the integrated degree plan has the following requirements:

General Education: 33
Introduction to Computers: 3
Business and Management: 18[1]
Construction Management Major: 58
Technical and Management Electives: 9
MBA requirements: 36
INTEGRATED DEGREE TOTAL: 148

Independent Studies, Directed Studies, Internships, and Special Projects will not be substituted for core or required courses. They may count only as electives.

MBA Core

Course	Title	Credits
ACCT 510	MANAGERIAL ACCOUNTING	3.0
BSAD 502	BUSINESS ETHICS AND ENVIRONMENT	3.0
BSAD 575	INTERNATIONAL BUSINESS	3.0
ECON 510	ECONOMICS FOR MANAGERS	3
FIN 530	FINANCIAL MANAGEMENT	3
MGMT 511	PRODUCTION/OPERATIONS MANAGEMENT	3
MGMT 520	MANAGEMENT OF ORGANIZATIONAL BEHAVIOR	3
CIS 565	MANAGEMENT INFORMATION SYSTEMS	3
MGMT 585	MANAGEMENT POLICY AND STRATEGY	3
MKTG 540	MARKETING MANAGEMENT	3

In addition, the following MBA courses must be completed:

Approved Graduate Electives		6
Total Credits		36

Business Administration 3+2 Program, Non-Integrated BS, BA/MBA

The BS, BA/MBA program is unique. It allows qualified students to earn both a Bachelor's degree, and an MBA concurrently.

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.

Specific Admission Requirements

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:

- ACCT 201 PRINCIPLES OF FINANCIAL ACCOUNTING (3.0 c.h.), BSAD 265 INFERENTIAL STATISTICS & PROBLEM SOLVING (3 c.h.) or MATH 156 INTRODUCTION TO STATISTICS (c.h.), ECON 202 PRINCIPLES OF MICROECONOMICS (3.00 c.h.), FIN 330 PRINCIPLES OF FINANCE (3.00 c.h.), MGMT 201 PRINCIPLES OF MANAGEMENT (3.00 c.h.) and MKTG 340 PRINCIPLES OF MARKETING (3.00 c.h.) 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.

Specific Program Requirements
Graduate Requirements

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

Course	Title	Credits
ACCT 510	MANAGERIAL ACCOUNTING	3.0
BSAD 502	BUSINESS ETHICS AND ENVIRONMENT	3.0
BSAD 575	INTERNATIONAL BUSINESS	3.0
ECON 510	ECONOMICS FOR MANAGERS	3
FIN 530	FINANCIAL MANAGEMENT	3
MGMT 511	PRODUCTION/OPERATIONS MANAGEMENT	3
MGMT 520	MANAGEMENT OF ORGANIZATIONAL BEHAVIOR	3

CIS 565	MANAGEMENT INFORMATION SYSTEMS	3
MGMT 585	MANAGEMENT POLICY AND STRATEGY	3
MKTG 540	MARKETING MANAGEMENT	3
In addition, the following MBA courses must be completed:		
Approved Graduate Electives		6
Total Credits		36

In addition to the MBA core, each student must complete two approved electives: 6

Business Administration, Master of Business Administration

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.

Students will not be allowed to enroll in more than six hours of graduate-level course work without being fully admitted to the program.

Specific Admission Requirements

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. Students can alternately choose to take the GRE in lieu of the GMAT.

Options to satisfy GMAT requirement:

All MBA students are required to either take the Graduate Management Admissions Test (GMAT) or qualify to waive the GMAT requirement based on the options provided in the following sections.

Option I: Complete the GMAT and satisfy the qualification score of 1,000 calculated as 200 * Undergraduate cumulative GPA + GMAT score.

Option II: Take the GRE and covert it to a GMAT equivalent.

GMAT equivalent Score calculated as [-2080.75 + (GRE Verbal * 6.38) + (GRE Quant * 10.62)].

Admissions Index Score calculated as GMAT equivalent score + 200 * Undergraduate cumulative GPA, must be equal to or greater than 1,000.

Option III: If you have earned a graduate degree (equivalent to a U.S. Master's or PhD) from a regionally accredited institution with cumulative GPA of 3.0 higher.

If your degree is from outside of the U.S., you will have to provide an official evaluation from any approved evaluation company that proves your master's is equivalent to a U.S. master's degree from a regionally accredited institution.

OR

Current admission and enrollment in a graduate dual-degree program at select partner institutions, currently including MBA admission at Chungnam National University, Korea.

Option IV: Five (5) or more years of full-time substantive mid-level managerial work experience and/or military service with increasing levels of responsibility AND an undergraduate cumulative GPA of 3.0 or higher.

Option V: Ten (10) or more years of full-time substantive mid-level managerial work experience and/or military service with increasing levels of responsibility AND an undergraduate GPA of 2.75 or higher.

All petitioners will need to provide one letter of reference from a supervisor who can verify your work experience and increasing scope of responsibility.

GMAT writing score must be 4.5 or higher to waive BSAD 510 ACADEMIC WRITING FOR MBA STUDENTS (1.0 c.h.). GRE writing score must be a minimum of 3.5 to waive BSAD 510 ACADEMIC WRITING FOR MBA STUDENTS (1.0 c.h.).

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.

Specific Program Requirements
MBA Core

Course	Title	Credits
ACCT 510	MANAGERIAL ACCOUNTING	3.0
BSAD 502	BUSINESS ETHICS AND ENVIRONMENT	3.0
BSAD 575	INTERNATIONAL BUSINESS	3.0
ECON 510	ECONOMICS FOR MANAGERS	3
FIN 530	FINANCIAL MANAGEMENT	3
MGMT 511	PRODUCTION/OPERATIONS MANAGEMENT	3
MGMT 520	MANAGEMENT OF ORGANIZATIONAL BEHAVIOR	3
CIS 565	MANAGEMENT INFORMATION SYSTEMS	3
MGMT 585	MANAGEMENT POLICY AND STRATEGY	3
MKTG 540	MARKETING MANAGEMENT	3
In addition, the following MBA courses must be completed:		
Approved Graduate Electives		6
Total Credits		36

Additional Specific Program Requirements

All graduate courses for the MBA are listed in the appropriate department sections of accounting (ACCT), business administration (BSAD), 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 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.

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.

Business Administration, Minor
Specific Program Requirements

(Open to non-business majors only)

Course	Title	Credits
ACCT 201	PRINCIPLES OF FINANCIAL ACCOUNTING	3.0
ACCT 202	PRINCIPLES OF MANAGERIAL ACCOUNTING	3.0
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 Credits		21

Business Administration: Cybersecurity Concentration, Master of Business Administration

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.

Specific Program Requirements

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.

Course	Title	Credits
ACCT 510	MANAGERIAL ACCOUNTING	3.0
BSAD 575	INTERNATIONAL BUSINESS	3.0
CIS 560	CYBER SECURITY & DEFENSE	3
CIS 561	IT SECURITY MANAGEMENT	3
CIS 562	COMPUTER FORENSICS	3
CIS 565	MANAGEMENT INFORMATION SYSTEMS	3
ECON 510	ECONOMICS FOR MANAGERS	3
FIN 530	FINANCIAL MANAGEMENT	3
MGMT 511	PRODUCTION/OPERATIONS MANAGEMENT	3
MGMT 585	MANAGEMENT POLICY AND STRATEGY	3
MKTG 540	MARKETING MANAGEMENT	3
Choose one of the following:		3
CIS 550	ADVANCED DATA ANALYTICS	3
EN 513	ARTIFICIAL INTELLIGENCE	3
CIS 510	DATA ANALYTICS WITH PYTHON	3
Total Credits		36

Independent Studies will not be substituted for core or required courses. They may count only as electives.

Business Administration: Healthcare Administration Concentration, Master of Business Administration

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.

Specific Program Requirements

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:

Course	Title	Credits
ACCT 510	MANAGERIAL ACCOUNTING	3.0
CIS 565	MANAGEMENT INFORMATION SYSTEMS	3
ECON 510	ECONOMICS FOR MANAGERS	3
FIN 530	FINANCIAL MANAGEMENT	3
MGMT 511	PRODUCTION/OPERATIONS MANAGEMENT	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
BSAD 575	INTERNATIONAL BUSINESS	3.0
Total Credits		36

Independent Studies will not be substituted for core or required courses. They may count only as electives.

Business Administration: Public Management Concentration, Masters of Business Adminstration

Specific Program Requirements

Course	Title	Credits
ACCT 510	MANAGERIAL ACCOUNTING	3
BSAD 575	INTERNATIONAL BUSINESS	3
CIS 565	MANAGEMENT INFORMATION SYSTEMS	3
ECON 510	ECONOMICS FOR MANAGERS	3
MGMT 511	PRODUCTION/OPERATIONS MANAGEMENT	3
MGMT 585	MANAGEMENT POLICY AND STRATEGY	3
POLS 510	PUBLIC & NONPROFIT LEADERSHIP	3
POLS 520	PUBLIC BUDGETING & FINANCIAL MANAGEMENT	3
POLS 530	ESSENTIALS OF PUBLIC & NONPROFIT MANAGEMENT	3
POLS 540	THE PUBLIC POLICY PROCESS	3
Select Two of the Following Courses		
BSAD 502	BUSINESS ETHICS AND ENVIRONMENT	3
MGMT 520	MANAGEMENT OF ORGANIZATIONAL BEHAVIOR	3
MKTG 540	MARKETING MANAGEMENT	3

Business Management, Bachelor of Science in Business Administration

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 concentration. 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 concentration prepares students for careers in the specialized agriculture/business sector. The business management major with an information technology concentration 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.

Specific Admission Requirements

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.

Majors & Concentration 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.

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 BSAD 493 Senior Seminar (1 c.h.) 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.

Special Program Requirements

Course	Title	Credits
MGMT 318	HUMAN RESOURCE MANAGEMENT	3
CIS 365	MANAGEMENT INFORMATION SYSTEMS	3
MGMT 475	INTERNATIONAL MANAGEMENT	3
or MKTG 475	INTERNATIONAL MARKETING	
MGMT 3/400	Electives	9

Business Electives (3/400-level)		6
Total Credits		24

Business Core

Course	Title	Credits
ACCT 201	PRINCIPLES OF FINANCIAL ACCOUNTING	3.0
ACCT 202	PRINCIPLES OF MANAGERIAL ACCOUNTING	3.0
BSAD 101	BUSINESS-CAREERS AND OPPORTUNITIES	1.0
BSAD 265	INFERENTIAL STATISTICS & PROBLEM SOLVING	3
BSAD 270	BUSINESS COMMUNICATIONS	3.0
BSAD 302	ETHICS IN BUSINESS	3.0
BSAD 360	ADVANCED BUSINESS STATISTICS	3.0
BSAD 493	SENIOR SEMINAR	1.0
CIS 100	INTRODUCTION TO WORD	1
CIS 103	INTRODUCTION TO POWERPOINT	1
CIS 104	INTRODUCTION TO 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 Credits		51

Specific Graduation Requirements

(Accounting, Business Management, & 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, & Economics)

General Education: 35[1]
Business Core: 45[1]
Major: 24-39
Open Electives: 0-16

TOTAL (minimum credits): 120

[1] ECON 201 PRINCIPLES OF MACROECONOMICS (3.00 c.h.) and ECON 202 PRINCIPLES OF MICROECONOMICS (3.00 c.h.) are counted in General Education.

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Course	Title	Credits
Year 1		
Fall		
BSAD 101	Business-Careers and Opportunities	1
ENG 101	Rhetoric & Writing I (GT-CO1)	3
MATH 101	Introductory College Mathematics (GT-MA1)	3
General Education		7
	Credits	14
Spring		
CIS 100	Introduction to Word	1
CIS 103	Introduction to PowerPoint	1
CIS 104	Introduction to Excel Spreadsheets	1
ENG 102	Rhetoric & Writing II (GT-CO2)	3
MATH 220	Quantitative Analysis for Business	4
General Education		7
	Credits	17
Year 2		
Fall		
ACCT 201	Principles of Financial Accounting	3
ECON 201 or ECON 202	Principles of Macroeconomics (GT-SS1) or Principles of Microeconomics (GT-SS1)	3
General Education		6
Elective		3
	Credits	15
Spring		
ACCT 202	Principles of Managerial Accounting	3
BSAD 270	Business Communications	3
BSAD 265	Inferential Statistics & Problem Solving	3
ECON 202 or ECON 201	Principles of Microeconomics (GT-SS1) or Principles of Macroeconomics (GT-SS1)	3

MGMT 201	Principles of Management	3
	Credits	15
Year 3		
Fall		
BSAD 302	Ethics in Business	3
BSAD 360	Advanced Business Statistics	3
MGMT 311	Operations and Quality Management	3
MKTG 340	Principles of Marketing	3
Elective		3
	Credits	15
Spring		
FIN 330	Principles of Finance	3
MGMT 301	Organizational Behavior	3
MGMT 318	Human Resource Management	3
Elective	3 credits must be upper division Management course.	6
	Credits	15
Year 4		
Fall		
CIS 365	Management Information Systems	3
Elective	3 credits must be upper division; 3 credits must be Management course; 3 credits must be Business course.	12
	Credits	15
Spring		
BSAD 493	Senior Seminar	1
MGMT 475 or MKTG 475	International Management or International Marketing	3
MGMT 485	Strategic Management	3
Elective	Must be upper division course; 3 credits must be Business course.	6
	Credits	13
	Total Credits	119

Business Management: Agribusiness Concentration, Bachelor of Science in Business Administration

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 a concentration. 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 concentration prepares students for careers in the specialized agriculture/business sector. The business management major with an information technology concentration 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.

Specific Admission Requirements

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.

Majors & Concentration 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.

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 BSAD 493 Senior Seminar (1 c.h.) 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.

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.

Specific Program Requirements

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.

Course	Title	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

Select 15 credits in AREC Electives (3/400-level). Suggested Electives include the following:

		15
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
Total Credits		27

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.

Business Core

Course	Title	Credits
ACCT 201	PRINCIPLES OF FINANCIAL ACCOUNTING	3.0
ACCT 202	PRINCIPLES OF MANAGERIAL ACCOUNTING	3.0
BSAD 101	BUSINESS-CAREERS AND OPPORTUNITIES	1.0
BSAD 265	INFERENTIAL STATISTICS & PROBLEM SOLVING	3
BSAD 270	BUSINESS COMMUNICATIONS	3.0
BSAD 302	ETHICS IN BUSINESS	3.0
BSAD 360	ADVANCED BUSINESS STATISTICS	3.0
BSAD 493	SENIOR SEMINAR	1.0
CIS 100	INTRODUCTION TO WORD	1
CIS 103	INTRODUCTION TO POWERPOINT	1
CIS 104	INTRODUCTION TO 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 Credits		51

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Course	Title	Credits
Year 1		
Fall		
BSAD 101	Business-Careers and Opportunities	1
ENG 101	Rhetoric & Writing I (GT-CO1)	3
MATH 101	Introductory College Mathematics (GT-MA1)	3
General Education		7
	Credits	14
Spring		
CIS 100	Introduction to Word	1
CIS 103	Introduction to PowerPoint	1
CIS 104	Introduction to Excel Spreadsheets	1
ENG 102	Rhetoric & Writing II (GT-CO2)	3
MATH 220	Quantitative Analysis for Business	4
General Eduation		7
	Credits	17
Year 2		
Fall		
ACCT 201	Principles of Financial Accounting	3
ECON 201	Principles of Macroeconomics (GT-SS1)	3
General Education		6
Elective		3
	Credits	15
Spring		
ACCT 202	Principles of Managerial Accounting	3
BSAD 265	Inferential Statistics & Problem Solving	3
BSAD 270	Business Communications	3
ECON 202 or ECON 201	Principles of Microeconomics (GT-SS1) or Principles of Macroeconomics (GT-SS1)	3
MGMT 201	Principles of Management	3
	Credits	15
Year 3		
Fall		
BSAD 302	Ethics in Business	3
BSAD 360	Advanced Business Statistics	3
MGMT 311	Operations and Quality Management	3
MKTG 340	Principles of Marketing	3
Elective		3
	Credits	15
Spring		
ECON 302	Intermediate Microeconomics	3
FIN 330	Principles of Finance	3
MGMT 301	Organizational Behavior	3
MGMT 318	Human Resource Management	3
Elective 3 credits must be Resources Management course.		6
	Credits	18
Year 4		
Fall		
AREC 224		
CIS 365	Management Information Systems	3
Elective 6 credits must be upper division AREC course.		9
	Credits	12
Spring		
BSAD 493	Senior Seminar	1
MGMT 485	Strategic Management	3
Elective Must be upper division AREC course.		9
	Credits	13
	Total Credits	119

Business Management: Information Technology Concentration, Bachelor of Science in Business Administration

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 concentration. 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.

Specific Admission Requirements

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.

Majors & Concentration 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.

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 BSAD 493 Senior Seminar (1 c.h.) 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.

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.

Specific Program Requirements

Course	Title	Credits
MGMT 318	HUMAN RESOURCE MANAGEMENT	3
MGMT 368	PROJECT MANAGEMENT	3
MGMT 475	INTERNATIONAL MANAGEMENT	3
or MKTG 475	INTERNATIONAL MARKETING	
CIS 150	COMPUTER, ETHICS, AND SOCIETY [1]	3
CIS 171	INTRODUCTION TO JAVA PROGRAMMING [1]	4
CIS 185	PC ARCHITECTURE [1]	3
CIS 240	SYSTEMS ANALYSIS & DESIGN [1]	3
CIS 289	NETWORK CONCEPTS [1]	3
CIS 311	INTRODUCTION TO WEB DEVELOPMENT	3
CIS 350	DATABASE MANAGEMENT	3
MGMT 3/400	Elective	3
Business/CIS	Elective (3/400-level)	3
Additional Requirements		
Select 2 credits in Open Electives		2
Total Credits		39

[1] CIS 150 COMPUTER, ETHICS, AND SOCIETY (3.00 c.h.), CIS 171 INTRODUCTION TO JAVA PROGRAMMING (4.0 c.h.), CIS 185 PC ARCHITECTURE (3.00 c.h.), CIS 240 SYSTEMS ANALYSIS & DESIGN (3.0 c.h.), and CIS 289 NETWORK CONCEPTS (c.h.) replace the 15 credits of open electives in the Business Management graduation requirements.

Business Core

Course	Title	Credits
ACCT 201	PRINCIPLES OF FINANCIAL ACCOUNTING	3.0
ACCT 202	PRINCIPLES OF MANAGERIAL ACCOUNTING	3.0
BSAD 101	BUSINESS-CAREERS AND OPPORTUNITIES	1.0
BSAD 265	INFERENTIAL STATISTICS & PROBLEM SOLVING	3
BSAD 270	BUSINESS COMMUNICATIONS	3.0
BSAD 302	ETHICS IN BUSINESS	3.0
BSAD 360	ADVANCED BUSINESS STATISTICS	3.0
BSAD 493	SENIOR SEMINAR	1.0
CIS 100	INTRODUCTION TO WORD	1
CIS 103	INTRODUCTION TO POWERPOINT	1
CIS 104	INTRODUCTION TO 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 Credits		51

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Course	Title	Credits
Year 1		
Fall		
BSAD 101	Business-Careers and Opportunities	1
ENG 101	Rhetoric & Writing I (GT-CO1)	3
MATH 101	Introductory College Mathematics (GT-MA1)	3
General Education		7
	Credits	14
Spring		
CIS 100	Introduction to Word	1
CIS 103	Introduction to PowerPoint	1
CIS 104	Introduction to Excel Spreadsheets	1
ENG 102	Rhetoric & Writing II (GT-CO2)	3
MATH 220	Quantitative Analysis for Business	4
General Education		7
	Credits	17
Year 2		
Fall		
ACCT 201	Principles of Financial Accounting	3
CIS 150	Computer, Ethics, and Society	3
ECON 201	Principles of Macroeconomics (GT-SS1)	3
or ECON 202	or Principles of Microeconomics (GT-SS1)	
General Education		6
	Credits	15
Spring		
ACCT 202	Principles of Managerial Accounting	3
BSAD 265	Inferential Statistics & Problem Solving	3
BSAD 270	Business Communications	3
ECON 202	Principles of Microeconomics (GT-SS1)	3
or ECON 201	or Principles of Macroeconomics (GT-SS1)	
MGMT 201	Principles of Management	3
	Credits	15
Year 3		
Fall		
BSAD 360	Advanced Business Statistics	3
CIS 171	Introduction to Java Programming	4
CIS 185	PC Architecture	3
MGMT 311	Operations and Quality Management	3
MKTG 340	Principles of Marketing	3
	Credits	16
Spring		
BSAD 302	Ethics in Business	3
FIN 330	Principles of Finance	3
MGMT 301	Organizational Behavior	3
MGMT 318	Human Resource Management	3
MGMT 368	Project Management	3
	Credits	15

Year 4

Fall

CIS 240	Systems Analysis & Design	3
CIS 289	Network Concepts	3
CIS 311	Introduction to Web Development	3
Elective ³ credits must be upper division BSAD or CIS course.		5
	Credits	14

Spring

CIS 350	Database Management	3
BSAD 493	Senior Seminar	1

MGMT 475
    or MKTG 475
	International Management
	    or International Marketing
		3

MGMT 485	Strategic Management	3
MKTG 475	International Marketing	3
Elective Must be upper division Management course.		3
	Credits	16
	Total Credits	122

Business Management: Organizational Risk & Security Management Concentration, Bachelor of Science in Business Administration

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 concentration. 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.

Specific Admission Requirements

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.

Majors & Concentration 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.

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 BSAD 493 Senior Seminar (1 c.h.) 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.

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.

Specific Program Requirements

Course	Title	Credits
MGMT 318	HUMAN RESOURCE MANAGEMENT	3
CIS 365	MANAGEMENT INFORMATION SYSTEMS	3
MGMT 368	PROJECT MANAGEMENT	3
MGMT 475	INTERNATIONAL MANAGEMENT	3
or BSAD 475	INTERNATIONAL BUSINESS	
CIS 150	COMPUTER, ETHICS, AND SOCIETY	3
CIS 461	IT SECURITY RISK MANAGEMENT	3
BUS/CIS/POLS	Elective	3
POLS 270	INTRODUCTION TO HOMELAND SECURITY	3.0
POLS 271	TERRORISM	3.0
POLS 272	CRITICAL INCIDENT MANAGEMENT	3.0
POLS 375	THREAT AND STRATEGIC PLANNING	3.0
POLS 376	CYBER LAW	3.0
BUS/CIS/POLS	Elective	3
Total Credits		39

Business Core

Course	Title	Credits
ACCT 201	PRINCIPLES OF FINANCIAL ACCOUNTING	3.0
ACCT 202	PRINCIPLES OF MANAGERIAL ACCOUNTING	3.0
BSAD 101	BUSINESS-CAREERS AND OPPORTUNITIES	1.0
BSAD 265	INFERENTIAL STATISTICS & PROBLEM SOLVING	3
BSAD 270	BUSINESS COMMUNICATIONS	3.0
BSAD 302	ETHICS IN BUSINESS	3.0
BSAD 360	ADVANCED BUSINESS STATISTICS	3.0
BSAD 493	SENIOR SEMINAR	1.0
CIS 100	INTRODUCTION TO WORD	1
CIS 103	INTRODUCTION TO POWERPOINT	1
CIS 104	INTRODUCTION TO 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 Credits		51

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Course	Title	Credits
Year 1		
Fall		
BSAD 101	Business-Careers and Opportunities	1
ENG 101	Rhetoric & Writing I (GT-CO1)	3
MATH 101	Introductory College Mathematics (GT-MA1)	3
General Education		7
	Credits	14
Spring		
CIS 100	Introduction to Word	1
CIS 103	Introduction to PowerPoint	1
CIS 104	Introduction to Excel Spreadsheets	1
ENG 102	Rhetoric & Writing II (GT-CO2)	3
MATH 220	Quantitative Analysis for Business	4
General Education		7
	Credits	17
Year 2		
Fall		
ACCT 201	Principles of Financial Accounting	3
CIS 150	Computer, Ethics, and Society	3
ECON 201	Principles of Macroeconomics (GT-SS1)	3
or ECON 202	or Principles of Microeconomics (GT-SS1)	
General Education		6
	Credits	15
Spring		
ACCT 202	Principles of Managerial Accounting	3
BSAD 265	Inferential Statistics & Problem Solving	3
BSAD 270	Business Communications	3

ECON 202 or ECON 201	Principles of Microeconomics (GT-SS1) or Principles of Macroeconomics (GT-SS1)	3
MGMT 201	Principles of Management	3
	Credits	15
Year 3		
Fall		
BSAD 360	Advanced Business Statistics	3
CIS 365	Management Information Systems	3
MGMT 311	Operations and Quality Management	3
MKTG 340	Principles of Marketing	3
POLS 270	Introduction to Homeland Security	3
	Credits	15
Spring		
BSAD 302	Ethics in Business	3
FIN 330	Principles of Finance	3
MGMT 301	Organizational Behavior	3
MGMT 368	Project Management	3
POLS 271	Terrorism	3
	Credits	15
Year 4		
Fall		
MGMT 318	Human Resource Management	3
POLS 272	Critical Incident Management	3
POLS 375	Threat and Strategic Planning	3
POLS 376	Cyber Law	3
Elective Must be upper division BSAD, CIS, or POLS course.		6
	Credits	18
Spring		
BSAD 493	Senior Seminar	1
CIS 461	IT Security Risk Management	3
MGMT 475 or BSAD 475	International Management or International Business	3
MGMT 485	Strategic Management	3
	Credits	10
	Total Credits	119

Business Management: Sports Industry Management Concentration, Bachelor of Science in Business Administration

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 a concentration. 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.

Specific Admission Requirements

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.

Majors & Concentration 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.

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 BSAD 493 Senior Seminar (1 c.h.) 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.

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.

Specific Program Requirements

Course	Title	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

Course	Title	Credits
BUS/CIS/EPER	Elective	3
PSYC 205	INTRODUCTION TO SPORT PSYCHOLOGY	3.0
REC 240	RECREATION PROGRAM DESIGN	3.00
REC 250	COMMERCIAL RECREATION AND TOURISM	3.00
REC 350	LEADERSHIP AND ETHICS	3.00
REC 485	RECREATION FACILITY DESIGN/MANAGEMENT	3.00
Total Credits		39

Business Core

Course	Title	Credits
ACCT 201	PRINCIPLES OF FINANCIAL ACCOUNTING	3.0
ACCT 202	PRINCIPLES OF MANAGERIAL ACCOUNTING	3.0
BSAD 101	BUSINESS-CAREERS AND OPPORTUNITIES	1.0
BSAD 265	INFERENTIAL STATISTICS & PROBLEM SOLVING	3
BSAD 270	BUSINESS COMMUNICATIONS	3.0
BSAD 302	ETHICS IN BUSINESS	3.0
BSAD 360	ADVANCED BUSINESS STATISTICS	3.0
BSAD 493	SENIOR SEMINAR	1.0
CIS 100	INTRODUCTION TO WORD	1
CIS 103	INTRODUCTION TO POWERPOINT	1
CIS 104	INTRODUCTION TO 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 Credits		51

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Course	Title	Credits
Year 1		
Fall		
BSAD 101	Business-Careers and Opportunities	1
ENG 101	Rhetoric & Writing I (GT-CO1)	3
MATH 101	Introductory College Mathematics (GT-MA1)	3
General Education		7
	Credits	14
Spring		
CIS 100	Introduction to Word	1
CIS 103	Introduction to PowerPoint	1
CIS 104	Introduction to Excel Spreadsheets	1
ENG 102	Rhetoric & Writing II (GT-CO2)	3
MATH 220	Quantitative Analysis for Business	4

General Education		7
	Credits	17
Year 2		
Fall		
ACCT 201	Principles of Financial Accounting	3
ECON 201 or ECON 202	Principles of Macroeconomics (GT-SS1) or Principles of Microeconomics (GT-SS1)	3
EPER 240	Recreation Program Design	3
General Education		6
	Credits	15
Spring		
ACCT 202	Principles of Managerial Accounting	3
BSAD 265	Inferential Statistics & Problem Solving	3
BSAD 270	Business Communications	3
ECON 202 or ECON 201	Principles of Microeconomics (GT-SS1) or Principles of Macroeconomics (GT-SS1)	3
MGMT 201	Principles of Management	3
	Credits	15
Year 3		
Fall		
BSAD 302	Ethics in Business	3
BSAD 360	Advanced Business Statistics	3
MGMT 311	Operations and Quality Management	3
MKTG 340	Principles of Marketing	3
EPER 250	Commercial Recreation and Tourism	3
	Credits	15
Spring		
FIN 330	Principles of Finance	3
MGMT 301	Organizational Behavior	3
MGMT 318	Human Resource Management	3
MGMT 488	Sports Industry Management	3
EPER 101	Intro to EXPER	2
Elective Must be an EPER course.		1
	Credits	15
Year 4		
Fall		
CIS 365	Management Information Systems	3
MGMT 368	Project Management	3
MKTG 388	Sports Industry Marketing	3
PSYC 205	Introduction to Sport Psychology	3
EPER 485	Recreation Facility Design/Management	3
	Credits	15
Spring		
BSAD 493	Senior Seminar	1
MGMT 485	Strategic Management	3
MGMT 498	Internship	1-6
MKTG 342	Promotional Strategy	3
Elective Must be BSAD, CIS, or EPER course.		3
	Credits	11-16
	Total Credits	117-122

Computer Information Systems, Bachelor of Science

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.

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.

Specific Program Requirements

CIS majors complete a total of 120 credits. These credits include 35 credit hours of general education, 58 credits in CIS major courses, 10 credits of quantitative analysis, 9 credits of required related non CIS courses and 8 credits of electives. CIS majors are encouraged to complete a minor in Business Administration or another Business-related minor.

Course	Title	Credits
General Education		
See General Education below for specific requirements		36
Quantitative Analysis Requirement		
MATH 220	QUANTITATIVE ANALYSIS FOR BUSINESS	4
BSAD 265	INFERENTIAL STATISTICS & PROBLEM SOLVING	3
BSAD 360	ADVANCED BUSINESS STATISTICS	3.0

Required Related Courses

BSAD 270	BUSINESS COMMUNICATIONS	3.0
MGMT 201	PRINCIPLES OF MANAGEMENT	3
MGMT 368	PROJECT MANAGEMENT	3
Open Electives [1]		8

CIS Major Courses

CIS 100	INTRODUCTION TO WORD	1
CIS 103	INTRODUCTION TO POWERPOINT	1
CIS 104	INTRODUCTION TO EXCEL SPREADSHEETS	1
CIS 105	INTRODUCTION TO ACCESS DBMS	1
CIS 150	COMPUTER, ETHICS, AND SOCIETY	3
CIS 171	INTRODUCTION TO JAVA PROGRAMMING	4
CIS 210	INTRODUCTION TO CYBER SECURITY	3
CIS 240	SYSTEMS ANALYSIS & DESIGN	3
CIS 271	ADVANCED PROGRAM DESIGN WITH JAVA	4
CIS 289	NETWORK CONCEPTS	3
CIS 311	INTRODUCTION TO WEB DEVELOPMENT	3
CIS 315	LINUX FUNDAMENTALS	3
CIS 350	DATABASE MANAGEMENT	3
CIS 432	SENIOR PROFESSIONAL PROJECT	6
CIS 493	SENIOR SEMINAR	1
CIS 3/400	Upper Division Electives	18
Total Credits		121

[1]   CIS majors may select one of the following concentration areas and complete the indicated required courses (12 credits of 3/400 upper division electives) within the chosen concentration.

The general elective courses must include the specific courses listed below:

Course	Title	Credits
Humanities		
COMR 103	SPEAKING AND LISTENING (or equivalent)	3
Social Science		
ECON 201 & ECON 202	PRINCIPLES OF MACROECONOMICS and PRINCIPLES OF MICROECONOMICS	6
Mathematics		
MATH 101	INTRODUCTORY COLLEGE MATHEMATICS	3.00

CIS Upper Division Electives

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.

Course	Title	Credits
CIS 356	iOS Application Development	3
CIS 359	Advanced Programming with C#	3
CIS 365	Management Information Systems	3
CIS 386	Android Application Development	3
CIS 401	Network Systems Administration	3
CIS 410	Data Analytics with Python	3
CIS 411	Internet Server-Side Programming	3
CIS 450	Advanced Data Analytics	3
CIS 460	Cyber Security & Defense	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

In addition to the requirement to complete (BSAD 265 Inferential Statistics & Problem Solving (3 c.h.), BSAD 270 Business Communications (3 c.h.), BSAD 360 Advanced Business Statistics (3 c.h.), ECON 201 Principles of Macroeconomics (GT-SS1) (3 c.h.), ECON 202 Principles of Microeconomics (GT-SS1) (3 c.h.), MGMT 201 Principles of Management (3 c.h.), MGMT 368 Project Management (3 c.h.), MATH 101 Introductory College Mathematics (GT-MA1) (3 c.h.) and MATH 220 Quantitative Analysis for Business (4 c.h.)), CIS majors are strongly encouraged to complete a minor in Business Administration.

Specific Graduation 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 advisor.

Summary of Graduation Requirements (CIS)

General Education: 36[1]
Quantitative Analysis Requirement: 10
Required Related: 9
Open Electives: 13
Major: 52

TOTAL (minimum credits): 120

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Course	Title	Credits
Year 1		
Fall		
CIS 100	Introduction to Word	1
CIS 103	Introduction to PowerPoint	1
CIS 104	Introduction to Excel Spreadsheets	1
CIS 105	Introduction to Access DBMS	1
CIS 150	Computer, Ethics, and Society	3
ENG 101	Rhetoric & Writing I (GT-CO1)	3
MATH 101	Introductory College Mathematics (GT-MA1)	3
	Credits	13

Spring

CIS 171	Introduction to Java Programming	4
CIS 185	PC Architecture	3
ENG 102	Rhetoric & Writing II (GT-CO2)	3
MATH 220	Quantitative Analysis for Business	4
	Credits	14

Year 2

Fall

CIS 271	Advanced Program Design with Java	4
CIS 315	Linux Fundamentals	3
COMR 103	Speaking and Listening	3
ECON 201	Principles of Macroeconomics (GT-SS1)	3
General Education		4
	Credits	17

Spring

BSAD 265	Inferential Statistics & Problem Solving	3
CIS 240	Systems Analysis & Design	3
CIS 289	Network Concepts	3
MGMT 201	Principles of Management	3
General Education		3
	Credits	15

Year 3

Fall

BSAD 360	Advanced Business Statistics	3
CIS 311	Introduction to Web Development	3
CIS 350	Database Management	3
ECON 202	Principles of Microeconomics (GT-SS1)	3
General Education		4
	Credits	16

Spring

BSAD 270	Business Communications	3
General Education		6
Elective [3 credits must be upper division CIS course.]		6
	Credits	15

Year 4

Fall

MGMT 368	Project Management	3
Elective [6 credits must be upper division CIS course.]		13
	Credits	16

Spring

CIS 432	Senior Professional Project	6
CIS 493	Senior Seminar	1
Elective [3 credits must be upper division CIS course.]		6
	Credits	13
	Total Credits	119

Computer Information Systems: Cyber Security Concentration, Bachelor of Science

The Bachelor of Science in Computer Information Systems (BS-CIS) with a cyber security concentration prepares students for a variety of IT managerial and technical cyber security and cyber defense positions. Students will gain working knowledge in a multitude of areas such as identifying cyber threats, cyber-exploits, network and server side attacks, defensive IT countermeasures, wireless network security, cryptography, password cracking, web exploitation, cyber terrorism, and various aspects of identifying threat vulnerabilities, IT security risk management,

disaster recovery planning, cyber law, information assurance (IA), and more.

Cyber security concentration students will acquire the core cyber security knowledge that is required for key technical and managerial IT security positions. Students will develop the foundational skills needed to be successful in their chosen cyber security career path.

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.

Specific Program 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.

Course	Title	Credits
General Education		
See General Education below for specific requirements		36
Quantitative Analysis Requirement		
MATH 220	QUANTITATIVE ANALYSIS FOR BUSINESS	4
BSAD 265	INFERENTIAL STATISTICS & PROBLEM SOLVING	3
BSAD 360	ADVANCED BUSINESS STATISTICS	3.0
Required Related Courses		
BSAD 270	BUSINESS COMMUNICATIONS	3.0
MGMT 201	PRINCIPLES OF MANAGEMENT	3
MGMT 368	PROJECT MANAGEMENT	3
Open Electives [1]		13
CIS Major Courses		
CIS 100	INTRODUCTION TO WORD	1
CIS 103	INTRODUCTION TO POWERPOINT	1
CIS 104	INTRODUCTION TO EXCEL SPREADSHEETS	1
CIS 105	INTRODUCTION TO ACCESS DBMS	1
CIS 150	COMPUTER, ETHICS, AND SOCIETY	3
CIS 171	INTRODUCTION TO JAVA PROGRAMMING	4
CIS 210	INTRODUCTION TO CYBER SECURITY	3
CIS 240	SYSTEMS ANALYSIS & DESIGN	3
CIS 271	ADVANCED PROGRAM DESIGN WITH JAVA	4
CIS 289	NETWORK CONCEPTS	3
CIS 311	INTRODUCTION TO WEB DEVELOPMENT	3
CIS 315	LINUX FUNDAMENTALS	3
CIS 350	DATABASE MANAGEMENT	3
CIS 432	SENIOR PROFESSIONAL PROJECT	6

CIS 493	SENIOR SEMINAR	1
CIS 3/400	Concentration Area Electives	12
Total Credits		120

[1] CIS majors may select one of the following concentration areas and complete the indicated required courses (12 credits of 3/400 upper division electives) within the chosen concentration.

The general elective courses must include the specific courses below:

Course	Title	Credits
Humanities		
COMR 103	SPEAKING AND LISTENING (or equivalent)	3
Social Science		
ECON 201 & ECON 202	PRINCIPLES OF MACROECONOMICS and PRINCIPLES OF MICROECONOMICS	6
Mathematics		
MATH 101	INTRODUCTORY COLLEGE MATHEMATICS	3.0

Cyber Security Concentration Area Electives

Course	Title	Credits
CIS 401	Network Systems Administration	3
CIS 460	Cyber Security & Defense	3
CIS 461	IT Security Risk Management	3
CIS 462	Computer Forensics	3
Total Credits		12

In addition to the requirement to complete (BSAD 265 Inferential Statistics & Problem Solving (3 c.h.), BSAD 270 Business Communications (3 c.h.), BSAD 360 Advanced Business Statistics (3 c.h.), ECON 201 Principles of Macroeconomics (GT-SS1) (3 c.h.), ECON 202 Principles of Microeconomics (GT-SS1) (3 c.h.), MGMT 201 Principles of Management (3 c.h.), MGMT 368 Project Management (3 c.h.), MATH 101 Introductory College Mathematics (GT-MA1) (3 c.h.) and MATH 220 Quantitative Analysis for Business (4 c.h.)), CIS majors are strongly encouraged to complete a minor in Business Administration.

Specific Graduation 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 advisor.

Summary of Graduation Requirements (CIS)

General Education: 36[1]
Quantitative Analysis Requirement: 10
Required Related: 9
Open Electives: 13
Major: 52

TOTAL (minimum credits): 120

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Course	Title	Credits
Year 1		
Fall		
CIS 100	Introduction to Word	1
CIS 103	Introduction to PowerPoint	1
CIS 104	Introduction to Excel Spreadsheets	1
CIS 105	Introduction to Access DBMS	1
CIS 150	Computer, Ethics, and Society	3
ENG 101	Rhetoric & Writing I (GT-CO1)	3
MATH 101	Introductory College Mathematics (GT-MA1)	3
	Credits	13
Spring		
CIS 171	Introduction to Java Programming	4
CIS 185	PC Architecture	3
ENG 102	Rhetoric & Writing II (GT-CO2)	3
MATH 220	Quantitative Analysis for Business	4
	Credits	14
Year 2		
Fall		
CIS 240	Systems Analysis & Design	3
CIS 315	Linux Fundamentals	3
COMR 103	Speaking and Listening	3
ECON 201	Principles of Macroeconomics (GT-SS1)	3
General Education		4
	Credits	16
Spring		
BSAD 265	Inferential Statistics & Problem Solving	3
CIS 271	Advanced Program Design with Java	4
CIS 289	Network Concepts	3
MGMT 201	Principles of Management	3
General Education		3
	Credits	16
Year 3		
Fall		
BSAD 360	Advanced Business Statistics	3
CIS 311	Introduction to Web Development	3
CIS 350	Database Management	3
ECON 202	Principles of Microeconomics (GT-SS1)	3
General Education		4
	Credits	16
Spring		
BSAD 270	Business Communications	3
General Education		6
Elective 3 credits must be upper division CIS course.		6
	Credits	15
Year 4		
Fall		
MGMT 368	Project Management	3
CIS 401	Network Systems Administration	3
CIS 462	Computer Forensics	3

Elective		7
	Credits	16
Spring		
CIS 432	Senior Professional Project	6
CIS 493	Senior Seminar	1
CIS 460	Cyber Security & Defense	3
CIS 461	IT Security Risk Management	3
	Credits	13
	Total Credits	119

Computer Information Systems: Data Analytics Concentration, Bachelor of Science

The Bachelor of Science in Computer Information Systems (BS-CIS) with a data analytics concentration prepares students across all industries to leverage the power of big data to identify and solve problems and improve decision-making.

Students will be on the leading edge of this growing field after completing the program. They will learn a variety of data analytic techniques such as Excel decision-making models, data analytics programming with Python, SQL database management, data visualization with tools such as Tableau, and more advanced technologies such as cloud computing, artificial intelligence, and deep learning. Students will gain the necessary data analytical skills needed to guide critical business decisions in their chosen career path.

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.

Specific Program 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.

Course	Title	Credits
General Education		
See General Education below for specific requirements		36
Quantitative Analysis Requirement		
MATH 220	QUANTITATIVE ANALYSIS FOR BUSINESS	4
BSAD 265	INFERENTIAL STATISTICS & PROBLEM SOLVING	3
BSAD 360	ADVANCED BUSINESS STATISTICS	3.0
Required Related Courses		
BSAD 270	BUSINESS COMMUNICATIONS	3.0
MGMT 201	PRINCIPLES OF MANAGEMENT	3
MGMT 368	PROJECT MANAGEMENT	3
Open Electives [1]		13
CIS Major Courses		
CIS 100	INTRODUCTION TO WORD	1
CIS 103	INTRODUCTION TO POWERPOINT	1
CIS 104	INTRODUCTION TO EXCEL SPREADSHEETS	1
CIS 105	INTRODUCTION TO ACCESS DBMS	1
CIS 150	COMPUTER, ETHICS, AND SOCIETY	3
CIS 171	INTRODUCTION TO JAVA PROGRAMMING	4
CIS 210	INTRODUCTION TO CYBER SECURITY	3
CIS 240	SYSTEMS ANALYSIS & DESIGN	3
CIS 271	ADVANCED PROGRAM DESIGN WITH JAVA	4
CIS 289	NETWORK CONCEPTS	3
CIS 311	INTRODUCTION TO WEB DEVELOPMENT	3
CIS 315	LINUX FUNDAMENTALS	3
CIS 350	DATABASE MANAGEMENT	3
CIS 432	SENIOR PROFESSIONAL PROJECT	6
CIS 493	SENIOR SEMINAR	1
CIS 3/400	Concentration Area Electives	12
Total Credits		120

[1] CIS majors may select one of the following concentration areas and complete the indicated required courses (12 credits of 3/400 upper division electives) within the chosen concentration.

The general elective courses must include the specific courses listed below:

Course	Title	Credits
Humanities		
COMR 103	SPEAKING AND LISTENING (or equivalent)	3
Social Science		
ECON 201 & ECON 202	PRINCIPLES OF MACROECONOMICS and PRINCIPLES OF MICROECONOMICS	6
Mathematics		
MATH 101	INTRODUCTORY COLLEGE MATHEMATICS	3.0

Data Analytics Concentration Area Electives

Course	Title	Credits
CIS 410	Data Analytics with Python	3
CIS 450	Advanced Data Analytics	3
Choose two of the following:		6-7
CIS 359	Advanced Programming with C#	3
MATH 345	Algorithms and Data Structures	4
EN 513	Artificial Intelligence	3
Total Credits		12-13

In addition to the requirement to complete (BSAD 265 Inferential Statistics & Problem Solving (3 c.h.), BSAD 270 Business Communications (3 c.h.), BSAD 360 Advanced Business Statistics (3 c.h.), ECON 201 Principles of Macroeconomics (GT-SS1) (3 c.h.), ECON 202 Principles of Microeconomics (GT-SS1) (3 c.h.), MGMT 201 Principles of Management (3 c.h.), MGMT 368 Project Management (3 c.h.), MATH 101 Introductory College Mathematics (GT-MA1) (3 c.h.) and MATH 220 Quantitative Analysis for Business (4 c.h.)), CIS majors are strongly encouraged to complete a minor in Business Administration.

Specific Graduation 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 advisor.

Summary of Graduation Requirements (CIS)

General Education: 36
Quantitative Analysis Requirement: 10
Required Related: 9
Open Electives: 13
Major: 52

TOTAL (minimum credits): 120

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Course	Title	Credits
Year 1		
Fall		
CIS 100	Introduction to Word	1
CIS 103	Introduction to PowerPoint	1
CIS 104	Introduction to Excel Spreadsheets	1
CIS 105	Introduction to Access DBMS	1
CIS 150	Computer, Ethics, and Society	3
ENG 101	Rhetoric & Writing I (GT-CO1)	3
MATH 101	Introductory College Mathematics (GT-MA1)	3
	Credits	13
Spring		
CIS 171	Introduction to Java Programming	4
CIS 185	PC Architecture	3
ENG 102	Rhetoric & Writing II (GT-CO2)	3
MATH 220	Quantitative Analysis for Business	4
	Credits	14
Year 2		
Fall		
CIS 271	Advanced Program Design with Java	4
CIS 315	Linux Fundamentals	3
COMR 103	Speaking and Listening	3
ECON 201	Principles of Macroeconomics (GT-SS1)	3
General Education		4
	Credits	17
Spring		
BSAD 265	Inferential Statistics & Problem Solving	3
CIS 240	Systems Analysis & Design	3
CIS 289	Network Concepts	3
MGMT 201	Principles of Management	3
General Education		3
	Credits	15
Year 3		
Fall		
BSAD 360	Advanced Business Statistics	3
CIS 311	Introduction to Web Development	3
CIS 350	Database Management	3
ECON 202	Principles of Microeconomics (GT-SS1)	3
General Education		4
	Credits	16
Spring		
BSAD 270	Business Communications	3
General Education		6
Elective [3 credits must be upper division CIS course.]		6
	Credits	15
Year 4		
Fall		
MGMT 368	Project Management	3
Elective [6 credits must be upper division CIS course.]		13
	Credits	16
Spring		
CIS 432	Senior Professional Project	6
CIS 493	Senior Seminar	1
Elective [3 credits must be upper division CIS course.]		6
	Credits	13
	Total Credits	119

Computer Information Systems: Software Development Concentration, Bachelor of Science

The Bachelor of Science in Computer Information Systems with a software development concentration prepares students for a variety of programming and software development positions.

Students will learn foundational and advanced programming concepts in areas such as object-oriented programming, scripting languages, Android and iOS development, web application development, machine learning, artificial intelligence, and more. Through the curriculum, students are able to gain theoretical and practical knowledge and skills to build high-quality software products in their chosen career path.

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.

Specific Program 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.

Course	Title	Credits
General Education		
See General Education below for specific requirements		36
Quantitative Analysis Requirement		
MATH 220	QUANTITATIVE ANALYSIS FOR BUSINESS	4
BSAD 265	INFERENTIAL STATISTICS & PROBLEM SOLVING	3
BSAD 360	ADVANCED BUSINESS STATISTICS	3.0
Required Related Courses		
BSAD 270	BUSINESS COMMUNICATIONS	3.0
MGMT 201	PRINCIPLES OF MANAGEMENT	3
MGMT 368	PROJECT MANAGEMENT	3
Open Electives [1]		13
CIS Major Courses		
CIS 100	INTRODUCTION TO WORD	1
CIS 103	INTRODUCTION TO POWERPOINT	1
CIS 104	INTRODUCTION TO EXCEL SPREADSHEETS	1
CIS 105	INTRODUCTION TO ACCESS DBMS	1
CIS 150	COMPUTER, ETHICS, AND SOCIETY	3
CIS 171	INTRODUCTION TO JAVA PROGRAMMING	4
CIS 210	INTRODUCTION TO CYBER SECURITY	3
CIS 240	SYSTEMS ANALYSIS & DESIGN	3
CIS 271	ADVANCED PROGRAM DESIGN WITH JAVA	4
CIS 289	NETWORK CONCEPTS	3
CIS 311	INTRODUCTION TO WEB DEVELOPMENT	3
CIS 315	LINUX FUNDAMENTALS	3
CIS 350	DATABASE MANAGEMENT	3
CIS 432	SENIOR PROFESSIONAL PROJECT	6
CIS 493	SENIOR SEMINAR	1
CIS 3/400	Concentration Area Electives	12
Total Credits		120

[1]   CIS majors may select one of the following concentration areas and complete the indicated required courses (12 credits of 3/400 upper division electives) within the chosen concentration.

The general elective courses must include the specific courses listed below.

Course	Title	Credits
Humanities		
COMR 103	SPEAKING AND LISTENING (or equivalent)	3
Social Science		
ECON 201 & ECON 202	PRINCIPLES OF MACROECONOMICS and PRINCIPLES OF MICROECONOMICS	6
Mathematics		
MATH 101	INTRODUCTORY COLLEGE MATHEMATICS	3.0

Software Development Concentration Area Electives

Course	Title	Credits
CIS 356	iOS Application Development	3
or CIS 386	Android Application Development	
CIS 359	Advanced Programming with C#	3
CIS 411	Internet Server-Side Programming	3
CIS 410	Data Analytics with Python	3
or CIS 450	Advanced Data Analytics	
Total Credits		12

In addition to the requirement to complete (BSAD 265 Inferential Statistics & Problem Solving (3 c.h.), BSAD 270 Business Communications (3 c.h.), BSAD 360 Advanced Business Statistics (3 c.h.), ECON 201 Principles of Macroeconomics (GT-SS1) (3 c.h.), ECON 202 Principles of Microeconomics (GT-SS1) (3 c.h.), MGMT 201 Principles of Management (3 c.h.), MGMT 368 Project Management (3 c.h.), MATH 101 Introductory College Mathematics (GT-MA1) (3 c.h.) and MATH 220 Quantitative Analysis for Business (4 c.h.)), CIS majors are strongly encouraged to complete a minor in Business Administration.

Specific Graduation 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 advisor.

Summary of Graduation Requirements (CIS)

General Education: 36
Quantitative Analysis Requirement: 10
Required Related: 9
Open Electives: 13
Major: 52

TOTAL (minimum credits): 120

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Course	Title	Credits
Year 1		
Fall		
CIS 100	Introduction to Word	1
CIS 103	Introduction to PowerPoint	1
CIS 104	Introduction to Excel Spreadsheets	1
CIS 105	Introduction to Access DBMS	1
CIS 150	Computer, Ethics, and Society	3
ENG 101	Rhetoric & Writing I (GT-CO1)	3
MATH 101	Introductory College Mathematics (GT-MA1)	3
	Credits	13
Spring		
CIS 171	Introduction to Java Programming	4
CIS 185	PC Architecture	3
ENG 102	Rhetoric & Writing II (GT-CO2)	3
MATH 220	Quantitative Analysis for Business	4
	Credits	14
Year 2		
Fall		
CIS 240	Systems Analysis & Design	3
CIS 315	Linux Fundamentals	3
COMR 103	Speaking and Listening	3
ECON 201	Principles of Macroeconomics (GT-SS1)	3
General Education		4
	Credits	16
Spring		
BSAD 265	Inferential Statistics & Problem Solving	3
CIS 271	Advanced Program Design with Java	4
CIS 289	Network Concepts	3
MGMT 201	Principles of Management	3
General Education		3
	Credits	16
Year 3		
Fall		
BSAD 360	Advanced Business Statistics	3
CIS 311	Introduction to Web Development	3
CIS 350	Database Management	3
General Education		7
	Credits	16
Spring		
BSAD 270	Business Communications	3
General Education		6
Elective [3 credits must be upper division CIS course.]		6
	Credits	15
Year 4		
Fall		
MGMT 368	Project Management	3
Elective [6 credits must be upper division CIS course.]		13
	Credits	16
Spring		
CIS 432	Senior Professional Project	6
CIS 493	Senior Seminar	1
Elective [3 credits must be upper division CIS course.]		6
	Credits	13
	Total Credits	119

Computer Information Systems, Minor

The minor in computer information systems (CIS) prepares students to remain at the forefront of the rapidly changing environment in technology and technology related fields. From computer tools and software applications to the technical expertise needed for survival in the digital age, the minor in CIS is designed to give CSU Pueblo students a broad exposure to the latest technology developments and trends.

Through in-depth and hands-on labs and course experiences, students will acquire practical and marketable IT skills that are currently in demand in areas such as data analytics, machine learning, Windows and mobile

phone applications and programming, network administration, cyber security, IT security risk management, and more.

Specific Program Requirements

Course	Title	Credits
CIS Minor Core		
CIS 100	INTRODUCTION TO WORD	1
CIS 103	INTRODUCTION TO POWERPOINT	1
CIS 104	INTRODUCTION TO EXCEL SPREADSHEETS	1
CIS 105	INTRODUCTION TO ACCESS DBMS	1
CIS 150	COMPUTER, ETHICS, AND SOCIETY	3
CIS 171	INTRODUCTION TO JAVA PROGRAMMING	4
CIS 240	SYSTEMS ANALYSIS & DESIGN	3
Electives		
CIS 3/400	Upper Division Courses [1]	9
Total Credits		23

CIS Upper Division Courses

CIS minors must select 9 credits from the following upper division courses:

Course	Title	Credits
CIS 311	INTRODUCTION TO WEB DEVELOPMENT	3
CIS 315	LINUX FUNDAMENTALS	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 386	ANDROID APPLICATION DEVELOPMENT	3
CIS 401	NETWORK SYSTEMS ADMINISTRATION	3
CIS 410	DATA ANALYTICS WITH PYTHON	3
CIS 411	INTERNET SERVER-SIDE PROGRAMMING	3
CIS 450	ADVANCED DATA ANALYTICS	3
CIS 460	CYBER SECURITY & DEFENSE	3
CIS 461	IT SECURITY RISK MANAGEMENT	3
CIS 462	COMPUTER FORENSICS	3

Data Analytics, Minor

The data analytics minor prepares students across all industries to leverage the power of big data to identify and solve problems and improve decision-making. Students will be on the leading edge of this growing field after completing the program. They will learn a variety of data analytic techniques such as Excel decision making models, data analytics programming with Python, SQL database management, data visualization with tools such as Tableau, and more advanced technologies such as cloud computing, artificial intelligence, and deep learning.

Specific Program Requirements

(This minor is open to all majors except CIS with a Data Analytics Concentration)

Course	Title	Credits
CIS 100	INTRODUCTION TO WORD	1
CIS 103	INTRODUCTION TO POWERPOINT	1
CIS 104	INTRODUCTION TO EXCEL SPREADSHEETS	1
BSAD 265	INFERENTIAL STATISTICS & PROBLEM SOLVING	3
MGMT 201	PRINCIPLES OF MANAGEMENT	3
BSAD 360	ADVANCED BUSINESS STATISTICS	3.0
CIS 365	MANAGEMENT INFORMATION SYSTEMS	3
CIS 350	DATABASE MANAGEMENT	3
CIS 450	ADVANCED DATA ANALYTICS	3
Total Credits		21

[1] For BSAD 265 INFERENTIAL STATISTICS & PROBLEM SOLVING (3 c.h.) substitution include one of the following: MATH 156 INTRODUCTION TO STATISTICS (c.h.) or EN 275 STOCHASTIC SYSTEMS (4.00 c.h.).

[2] For BSAD 360 ADVANCED BUSINESS STATISTICS (3.0 c.h.) substitution include one of the following: MATH 356 STATISTICS FOR ENGINEERS AND SCIENTISTS (3.00 c.h.), EN 375 STOCHASTIC SYSTEMS ENGINEERING (3.00 c.h.), PSYC 209 QUANTITATIVE RESEARCH II (3.0 c.h.), NSG 371 HEALTHCARE INFORMATICS (2.0 c.h.), or EPER 343 RESEARCH AND STATISTICS (3.0 c.h.).

Economics, Bachelor of Science in Business Administration

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.

Specific Admission Requirements

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.

Majors & Concentration 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.

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 BSAD 493 Senior Seminar (1 c.h.) 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.

Specific Program Requirements

Course	Title	Credits
ECON 302	INTERMEDIATE MICROECONOMICS	3
ECON 310	MONEY AND BANKING	3
ECON 420	REGIONAL ECONOMIC ANALYSIS	3
FIN 3/400	Elective	3
BSAD 480	BUSINESS CONSULTING	3.0
MGMT 414	ENTREPRENEURSHIP	3
Select 6 credits in Business Electives (3/400-level)		6
Total Credits		24

Business Core

Course	Title	Credits
ACCT 201	PRINCIPLES OF FINANCIAL ACCOUNTING	3.0
ACCT 202	PRINCIPLES OF MANAGERIAL ACCOUNTING	3.0
BSAD 101	BUSINESS-CAREERS AND OPPORTUNITIES	1.0
BSAD 265	INFERENTIAL STATISTICS & PROBLEM SOLVING	3
BSAD 270	BUSINESS COMMUNICATIONS	3.0
BSAD 302	ETHICS IN BUSINESS	3.0
BSAD 360	ADVANCED BUSINESS STATISTICS	3.0
BSAD 493	SENIOR SEMINAR	1.0
CIS 100	INTRODUCTION TO WORD	1
CIS 103	INTRODUCTION TO POWERPOINT	1
CIS 104	INTRODUCTION TO 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 Credits		51

Specific Graduation Requirements
(Accounting, Business Management, & 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, & Economics)

General Education: 35[1]
Business Core: 45[1]
Major: 24-39
Open Electives: 0-16

TOTAL (minimum credits): 120

[1]   ECON 201 PRINCIPLES OF MACROECONOMICS (3.00 c.h.) and ECON 202 PRINCIPLES OF MICROECONOMICS (3.00 c.h.) are counted in General Education.

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Course	Title	Credits
Year 1		
Fall		
BSAD 101	Business-Careers and Opportunities	1
ENG 101	Rhetoric & Writing I (GT-CO1)	3
MATH 101	Introductory College Mathematics (GT-MA1)	3
General Education		7
	Credits	14
Spring		
CIS 100	Introduction to Word	1
CIS 103	Introduction to PowerPoint	1
CIS 104	Introduction to Excel Spreadsheets	1
ENG 102	Rhetoric & Writing II (GT-CO2)	3
MATH 220	Quantitative Analysis for Business	4
General Education		7
	Credits	17
Year 2		
Fall		
ACCT 201	Principles of Financial Accounting	3
ECON 201 or ECON 202	Principles of Macroeconomics (GT-SS1) or Principles of Microeconomics (GT-SS1)	3
General Education		6
Elective		3
	Credits	15
Spring		
ACCT 202	Principles of Managerial Accounting	3
BSAD 265	Inferential Statistics & Problem Solving	3
BSAD 270	Business Communications	3
ECON 202 or ECON 201	Principles of Microeconomics (GT-SS1) or Principles of Macroeconomics (GT-SS1)	3
MGMT 201	Principles of Management	3
	Credits	15
Year 3		
Fall		
BSAD 302	Ethics in Business	3
BSAD 360	Advanced Business Statistics	3
MGMT 311	Operations and Quality Management	3
MKTG 340	Principles of Marketing	3
Elective		3
	Credits	15
Spring		
ECON 310	Money and Banking	3
FIN 330	Principles of Finance	3
MGMT 301	Organizational Behavior	3
Elective 3 credits must be upper division FIN course.		6
	Credits	15
Year 4		
Fall		
ECON 302	Intermediate Microeconomics	3
ECON 420	Regional Economic Analysis	3
Elective 3 credits must be upper division BSAD course.		9
	Credits	15
Spring		
BSAD 480	Business Consulting	3
BSAD 493	Senior Seminar	1
MGMT 414	Entrepreneurship	3
MGMT 485	Strategic Management	3
Elective Must be upper division BSAD course.		3
	Credits	13
	Total Credits	119

Economics, Minor

Specific Program Requirements

(Open to Accounting, Management, & non-business majors only)

Course	Title	Credits
ACCT 201	PRINCIPLES OF FINANCIAL ACCOUNTING	3.0
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
Select **one** of the following:		3
ECON 420	REGIONAL ECONOMIC ANALYSIS	3
FIN 3/400	Elective	3
BSAD 480	BUSINESS CONSULTING	3.0

MGMT 414	ENTREPRENEURSHIP	3
Total Credits		21

Economics: Finance Concentration, Bachelor of Science in Business Administration

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.

Specific Admission Requirements

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.

Majors & Concentration 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.

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 BSAD 493 Senior Seminar (1 c.h.) 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.

Specific Program Requirements

Course	Title	Credits
ECON 302	INTERMEDIATE MICROECONOMICS	3
ECON 310	MONEY AND BANKING	3
FIN 3/400	Electives (one of FIN electives could be replaced by ECON 325 − Real Estate Economics)	12
Select 6 credits in Business Electives 3/400-level		6
Total Credits		24

Business Core

Course	Title	Credits
ACCT 201	PRINCIPLES OF FINANCIAL ACCOUNTING	3.0
ACCT 202	PRINCIPLES OF MANAGERIAL ACCOUNTING	3.0
BSAD 101	BUSINESS-CAREERS AND OPPORTUNITIES	1.0
BSAD 265	INFERENTIAL STATISTICS & PROBLEM SOLVING	3
BSAD 270	BUSINESS COMMUNICATIONS	3.0
BSAD 302	ETHICS IN BUSINESS	3.0
BSAD 360	ADVANCED BUSINESS STATISTICS	3.0
BSAD 493	SENIOR SEMINAR	1.0
CIS 100	INTRODUCTION TO WORD	1
CIS 103	INTRODUCTION TO POWERPOINT	1
CIS 104	INTRODUCTION TO 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 Credits		51

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Course	Title	Credits
Year 1		
Fall		
BSAD 101	Business-Careers and Opportunities	1
ENG 101	Rhetoric & Writing I (GT-CO1)	3
MATH 101	Introductory College Mathematics (GT-MA1)	3
General Education		7
	Credits	14
Spring		
CIS 100	Introduction to Word	1
CIS 103	Introduction to PowerPoint	1
CIS 104	Introduction to Excel Spreadsheets	1
ENG 102	Rhetoric & Writing II (GT-CO2)	3
MATH 220	Quantitative Analysis for Business	4
General Education		7
	Credits	17
Year 2		
Fall		
ACCT 201	Principles of Financial Accounting	3
ECON 201 or ECON 202	Principles of Macroeconomics (GT-SS1) or Principles of Microeconomics (GT-SS1)	3
General Education		6
Elective		3
	Credits	15
Spring		
ACCT 202	Principles of Managerial Accounting	3
BSAD 265	Inferential Statistics & Problem Solving	3
BSAD 270	Business Communications	3
ECON 202 or ECON 201	Principles of Microeconomics (GT-SS1) or Principles of Macroeconomics (GT-SS1)	3
MGMT 201	Principles of Management	3
	Credits	15
Year 3		
Fall		
BSAD 302	Ethics in Business	3
BSAD 360	Advanced Business Statistics	3
MGMT 311	Operations and Quality Management	3
MKTG 340	Principles of Marketing	3
Elective		3
	Credits	15
Spring		
ECON 310	Money and Banking	3
FIN 330	Principles of Finance	3
MGMT 301	Organizational Behavior	3
Elective 3 credits must be upper division FIN course.		6
	Credits	15
Year 4		
Fall		
ACCT 301 or BSAD 480 or MGMT 414	Intermediate Accounting I or Business Consulting or Entrepreneurship	3
ECON 302	Intermediate Microeconomics	3
Elective 6 credits must be upper division FIN course.		9
	Credits	15
Spring		
BSAD 493	Senior Seminar	1
MGMT 485	Strategic Management	3
Elective 6 credits must be upper division; 3 credits each must be BSAD and FIN course.		9
	Credits	13
	Total Credits	119

Finance, Minor

Specific Program Requirements

(Open to Accounting, Management, & non-business majors only)

Course	Title	Credits
ACCT 201	PRINCIPLES OF FINANCIAL ACCOUNTING	3.0
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 Credits		21

A GPA of 2.000 or higher is required for the minors.

Foundations of Business, Certificate

Specific Program Requirements

Course	Title	Credits
ACCT 101	ACCOUNTING FOR NON-BUSINESS MAJORS	3
ECON 101	ECONOMICS FOR NON-BUSINESS MAJORS	3
BSAD 102	INTRODUCTION TO PERSONAL FINANCE	1.00
MGMT 201	PRINCIPLES OF MANAGEMENT	3.00
MKTG 201	INTRODUCTION TO MARKETING	3
MGMT 214	INTRODUCTION TO ENTREPRENEURIAL CONCEPTS	3

Leadership & Organizational Management, Bachelor of Applied Science

Specific Admission Requirements

1. Applicants must have completed an Associate's level degree such as an Associate of Arts (AA), Associate of Science (AS), Associate of General Studies (AGS) or an Associate of Applied Science (AAS) Degree from a regionally accredited Institution of higher education with 60 credits minimum.
2. If not completed as part of the required Associates degree students must complete a set of lower-division leveling courses which are a prerequisite foundation for upper-division BAS courses, and can be included as part of the open-electives.
3. Upper-division transfer credits counted towards the degree requirements must be transferred from a regionally accredited Institution of higher education.

Program Objectives

1. Develop skills and knowledge regarding leading and managing people in organizations.
2. Develop awareness of personal characteristics including your personality, leadership characteristics, information processing style and other relevant characteristics, biases and predispositions.
3. Recognize strategies for organizational success in a variety of environments, such as business, government and not-for-profit industries.
4. Build expertise for ensuring ethical organizational culture.
5. Improve problem-solving and critical thinking knowledge and skills.
6. Practice implementation of leadership and management theory, philosophy and practice through course-work, case analysis, group/team activities, industry collaboration and academic simulations.

Specific Program Requirements

Lower-Division Leveling Pre-requisite Requirements

The courses listed below must be included in the completed Associate degree or taken prior to enrollment in any upper-division program required courses:

Course	Title	Credits
ACCT 101	ACCOUNTING FOR NON-BUSINESS MAJORS	3
BSAD 265	INFERENTIAL STATISTICS & PROBLEM SOLVING	3
COMR 103	SPEAKING AND LISTENING	3
ECON 101	ECONOMICS FOR NON-BUSINESS MAJORS	3
ENG 101	RHETORIC & WRITING I	3
MATH 101	INTRODUCTORY COLLEGE MATHEMATICS	3
MGMT 214	INTRODUCTION TO ENTREPRENEURIAL CONCEPTS	3
General Education Natural Science with Lab		4

Upper-Division Requirements

The following upper-division courses are required for graduation:

Course	Title	Credits
BSAD 302	ETHICS IN BUSINESS	3
CIS 365	MANAGEMENT INFORMATION SYSTEMS	3
MGMT 301	ORGANIZATIONAL BEHAVIOR	3
MGMT 311	OPERATIONS AND QUALITY MANAGEMENT	3
MGMT 318	HUMAN RESOURCE MANAGEMENT	3
MGMT 368	PROJECT MANAGEMENT	3
MKTG 340	PRINCIPLES OF MARKETING	3
PLP 350	CONTEMPORARY LEADERSHIP	3
PLP 360	APPLIED LEADERSHIP	3
MGMT 480	LEADERSHIP & ORGANIZATIONAL CHANGE	3
Ledership Elective (see below)		

Leadership Electives

Take three credits from the following, or advisor-approved upper-division elective:

Course	Title	Credits
MGMT 491	SPECIAL TOPICS	3
PLP 489	FIELD PLACEMENT IN LEADERSHIP	3
REC 350	LEADERSHIP AND ETHICS	3

Other Approved Leadership Elective

Total Degree Requirements

- 120 total credits hours earned with grades of C- or higher
- 40 Upper-division credit hours earned with grades of C- or higher
- Cumulative GPA at CSU Pueblo of 2.0 or higher
- 30 credits earned from CSU Pueblo with grades of C- or higher

Open Electives – Degree requirements allow up to 27 credits of open electives which can include any lower or upper-division credits (at least seven credits upper-division) taken at a regionally accredited institution of higher education, including credits taken to complete the leveling requirements, credits for prior experience, credits from military service, elective transfer credits, etc.

Credit for Prior Learning and Military Credit

See Academic Policies:

https://catalog.csupueblo.edu/academic-policies/

Specific Graduation Requirements

- 120 total credits hours earned with grades of C or higher
- 40 Upper-division credit hours earned with grades of C or higher

- Cumulative GPA at CSU Pueblo of 2.0 or higher
- 30 credits earned from CSU Pueblo with grades of C or higher

Marketing, Bachelor of Science in Business Administration

Specific Admission Requirements

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

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 courses. Additional prerequisites for Business Core courses and major courses are specified in the Course Description section of the catalog. Business Core courses are listed alphabetically by prefix. Academic Planning Sheets are available in HSB.

Specific Program Requirements

Course	Title	Credits
CIS 365	MANAGEMENT INFORMATION SYSTEMS	
MKTG 441	MARKETING STRATEGIES	3.00
Elective	15 credits must be Marketing course. 3 credits must be Business course.	18

Business Core

Course	Title	Credits
ACCT 201	PRINCIPLES OF FINANCIAL ACCOUNTING	3.0
ACCT 202	PRINCIPLES OF MANAGERIAL ACCOUNTING	3.0
BSAD 101	BUSINESS-CAREERS AND OPPORTUNITIES	1.0
BSAD 265	INFERENTIAL STATISTICS & PROBLEM SOLVING	3
BSAD 270	BUSINESS COMMUNICATIONS	3.0
BSAD 302	ETHICS IN BUSINESS	3.0
BSAD 360	ADVANCED BUSINESS STATISTICS	3.0
BSAD 493	SENIOR SEMINAR	1.0
CIS 100	INTRODUCTION TO WORD	1.00
CIS 103	INTRODUCTION TO POWERPOINT	1.00
CIS 104	INTRODUCTION TO EXCEL SPREADSHEETS	1
ECON 201	PRINCIPLES OF MACROECONOMICS	3.00
ECON 202	PRINCIPLES OF MICROECONOMICS	3.00
FIN 330	PRINCIPLES OF FINANCE	3.00
MATH 220	QUANTITATIVE ANALYSIS FOR BUSINESS	4.00
MGMT 201	PRINCIPLES OF MANAGEMENT	3.00
MGMT 301	ORGANIZATIONAL BEHAVIOR	3.00
MGMT 311	OPERATIONS AND QUALITY MANAGEMENT	3.00
MGMT 485	STRATEGIC MANAGEMENT	3.00
MKTG 340	PRINCIPLES OF MARKETING	3.00
Total Credits		51

Specific Graduation Requirements

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.

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Note: Students are not allowed to count the same courses completed for general education requirements as course requirements in the Early Childhood Education major.

Marketing, Minor
Specific Program Requirements
(Open to Accounting, Economics, & non-management majors only)

Course	Title	Credits
ACCT 201	PRINCIPLES OF FINANCIAL ACCOUNTING	3.0
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 Credits		21

NSA-Designated Institution 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 Designated Institution Certificate in Cyber Security Defense for CSU Pueblo students who complete the curriculum courses. Students interested in this certificate program should contact the CIS department for further information.

Program of Study Learning Outcomes
After successfully completing the curriculum, students will possess the following skills:

1. Demonstrate the ability to understand and recognize the nature and range of Cyber Threats, Exploits, Attacks
2. Demonstrate appropriate analysis and application of Cyber Defense (CD) tools and methodologies to address and defend organizations and Information Systems (I.S.) from cyber attacks
3. Understand the best application of Info Security Models, Cyber Sec Planning and Policies to analyze, integrate appropriate cyber security methodologies into viable solutions
4. As a team project member, the ability to develop and communicate Threat-Vulnerability-Asset (TVA) grids and IT solutions for cyber attack and vulnerability risk analysis
5. Demonstrate the ability to develop Disaster Recovery, Business Continuity and Risk Mitigation Strategies and solutions within financial, ethical and cyber Law boundaries

Specific Program Requirements

Course	Title	Credits
CIS 171	INTRODUCTION TO JAVA PROGRAMMING	4
or CIS 271	ADVANCED PROGRAM DESIGN WITH JAVA	
CIS 289	NETWORK CONCEPTS	3
CIS 315	LINUX FUNDAMENTALS	3
CIS 350	DATABASE MANAGEMENT	3
or CIS 359	ADVANCED PROGRAMMING WITH C#	
CIS 401	NETWORK SYSTEMS ADMINISTRATION	3
CIS 460	CYBER SECURITY & DEFENSE	3
CIS 461	IT SECURITY RISK MANAGEMENT	3
CIS 462	COMPUTER FORENSICS	3
BSAD 265	INFERENTIAL STATISTICS & PROBLEM SOLVING	3
or BSAD 360	ADVANCED BUSINESS STATISTICS	
Total Credits		28

Supervisory Management, Minor
Specific Program Requirements
(Open to non-management majors only)

Course	Title	Credits
ACCT 201	PRINCIPLES OF FINANCIAL ACCOUNTING	3.0
ACCT 202	PRINCIPLES OF MANAGERIAL ACCOUNTING	3.0
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 MANAGMENT RELATIONS	3
Total Credits		21

A GPA of 2.000 or higher is required for the minors.

Technology & Computing Instruction, Certificate
Specific Program Requirements

Students will receive a Technology and Computing Instruction Certificate after completing the following 18 credits:

Course	Title	Credits
Complete two of the following ED courses with grades of C or better		
ED 520	EDUCATIONAL MEDIA AND TECHNOLOGY	3
ED 523	TEACHING & MANAGING TECHNOLOGY	3
ED 532	HARDWARE & NETWORKING FOR EDUCATORS	3
	Other relevant courses as approved by Associate Dean	
Complete four of the following CIS courses with grades of C or better		
CIS 510	DATA ANALYTICS WITH PYTHON	3
CIS 550	ADVANCED DATA ANALYTICS	3
CIS 560	CYBER SECURITY & DEFENSE	3
CIS 561	IT SECURITY MANAGEMENT	3
CIS 562	COMPUTER FORENSICS	3
CIS 565	MANAGEMENT INFORMATION SYSTEMS	3

COURSE DESCRIPTION INFORMATION

Colorado State University Pueblo does not offer all of the courses listed in this catalog every semester or every year. All courses are offered as needed (AN) unless otherwise stated.

In addition, each semester the University creates an on-line course offering list detailing the schedule of courses. This includes but is not limited to courses offered, course description, times and places of instruction, instructors, learning modality, course level, grade mode, etc. Courses listed in the course offerings are subject to change.

The University reserves the right to cancel courses not selected by an adequate number of students or not suitably staffed by qualified faculty.

A

- Accounting (ACCT) (https://catalog.csupueblo.edu/course-description-information/acctg/)
- American Sign Language (ASL) (https://catalog.csupueblo.edu/course-description-information/asl/)
- Anthropology (ANTH) (https://catalog.csupueblo.edu/course-description-information/anthr/)
- Art (ART) (https://catalog.csupueblo.edu/course-description-information/art/)
- Athletic Training (AT) (https://catalog.csupueblo.edu/course-description-information/at/)
- Automotive Industry Management (AIM) (https://catalog.csupueblo.edu/course-description-information/aim/)

B

- Biology (BIOL) (https://catalog.csupueblo.edu/course-description-information/biol/)
- Business Administration (BSAD) (https://catalog.csupueblo.edu/course-description-information/busad/)

C

- Cannabis Biology & Chemistry (CBC) (https://catalog.csupueblo.edu/course-description-information/cbc/)
- Center for Teaching and Learning (CTL) (https://catalog.csupueblo.edu/course-description-information/ctl/)
- Chemistry (CHEM) (https://catalog.csupueblo.edu/course-description-information/chem/)
- Chicano Studies (CS) (https://catalog.csupueblo.edu/course-description-information/cs/)
- Civil Engineering Technology (CET) (https://catalog.csupueblo.edu/course-description-information/cet/)
- Communication & Rhetoric (COMR) (https://catalog.csupueblo.edu/course-description-information/comr/)
- Communities to Build Active STEM Engagement (CBSE) (https://catalog.csupueblo.edu/course-description-information/cbase/)
- Computer Information Systems (CIS) (https://catalog.csupueblo.edu/course-description-information/cis/)
- Construction Management (CM) (https://catalog.csupueblo.edu/course-description-information/cm/)

- Continuing Education (CNED) (https://catalog.csupueblo.edu/course-description-information/coned/)
- Criminology (CRIM) (https://catalog.csupueblo.edu/course-description-information/crim/)
- Culturally & Linguistically Diverse Education (CLDE) (https://catalog.csupueblo.edu/course-description-information/clde/)

D

- Diversity Studies (DS) (https://catalog.csupueblo.edu/course-description-information/ds/)

E

- Early Childhood Education (ECE) (https://catalog.csupueblo.edu/course-description-information/ece/)
- Economics (ECON) (https://catalog.csupueblo.edu/course-description-information/econ/)
- Education (ED) (https://catalog.csupueblo.edu/course-description-information/ed/)
- Engineering (EN) (https://catalog.csupueblo.edu/course-description-information/en/)
- English (ENG) (https://catalog.csupueblo.edu/course-description-information/eng/)
- English as a Second Language (ESL) (https://catalog.csupueblo.edu/course-description-information/esl/)
- Exercise Science and Health Promotion (EPER) (https://catalog.csupueblo.edu/course-description-information/exhp/)

F

- Finance (FIN) (https://catalog.csupueblo.edu/course-description-information/fin/)
- French (FRN) (https://catalog.csupueblo.edu/course-description-information/frn/)

G

- Geography (GEOG) (https://catalog.csupueblo.edu/course-description-information/geog/)
- Geology (GEOL) (https://catalog.csupueblo.edu/course-description-information/geol/)
- German (GER) (https://catalog.csupueblo.edu/course-description-information/ger/)

H

- Health Science (HS) (https://catalog.csupueblo.edu/course-description-information/hs/)
- History (HIST) (https://catalog.csupueblo.edu/course-description-information/hist/)
- Honors (HONR) (https://catalog.csupueblo.edu/course-description-information/honor/)
- Humanities and Social Sciences (HSS) (https://catalog.csupueblo.edu/course-description-information/hss/)

I

- Italian (ITL) (https://catalog.csupueblo.edu/course-description-information/itl/)

L

- Library Archival Studies (LAS) (https://catalog.csupueblo.edu/course-description-information/las/)

M

- Management (MGMT) (https://catalog.csupueblo.edu/course-description-information/mgmt/)
- Marketing (MKTG) (https://catalog.csupueblo.edu/course-description-information/mktg/)
- Mathematics (MATH) (https://catalog.csupueblo.edu/course-description-information/math/)
- Media Communication (MC) (https://catalog.csupueblo.edu/course-description-information/mccnm/)
- Military Science & Leadership (MSL) (https://catalog.csupueblo.edu/course-description-information/msl/)
- Music (MUS) (https://catalog.csupueblo.edu/course-description-information/mus/)

N

- Non-Profit Administration (NPA) (https://catalog.csupueblo.edu/course-description-information/npa/)
- Nursing (NSG) (https://catalog.csupueblo.edu/course-description-information/nsg/)

P

- Philosophy (PHIL) (https://catalog.csupueblo.edu/course-description-information/phil/)
- Physics/Physical Science (PHYS) (https://catalog.csupueblo.edu/course-description-information/phys/)
- Political Science (POLS) (https://catalog.csupueblo.edu/course-description-information/polsc/)
- President's Leadership Program (PLP) (https://catalog.csupueblo.edu/course-description-information/plp/)
- Psychology (PSYC) (https://catalog.csupueblo.edu/course-description-information/psych/)

R

- Reading (RDG) (https://catalog.csupueblo.edu/course-description-information/rdg/)
- Recreation (REC) (https://catalog.csupueblo.edu/course-description-information/rec/)

S

- Science (SCI) (https://catalog.csupueblo.edu/course-description-information/sci/)
- Social Science (SCSC) (https://catalog.csupueblo.edu/course-description-information/socsc/)
- Social Work (SW) (https://catalog.csupueblo.edu/course-description-information/sw/)
- Sociology (SOC) (https://catalog.csupueblo.edu/course-description-information/soc/)
- Spanish (SPN) (https://catalog.csupueblo.edu/course-description-information/spn/)

U

- University Studies (US) (https://catalog.csupueblo.edu/course-description-information/us/)

W

- Wildlife & Natural Resources (WANR) (https://catalog.csupueblo.edu/course-description-information/wanr/)
- Women's Studies (WS) (https://catalog.csupueblo.edu/course-description-information/ws/)
- World Language (WL) (https://catalog.csupueblo.edu/course-description-information/wl/)

Course descriptions include a variety of components conveying essential information. The following standard course description with explanation of symbols serves as a model:

[1]**SOC** [2]**231** [3](PSYC 231, WS 231) [4]**Marriage and Family Relationships** [5]**3(3-0)**

[6] Fall, Spring.
[7] Prerequisite: None.
[8] Marriage and family from an institutional and relationship perspective: cross-cultural diversity, mate selection, marital dynamics, parenting, divorce, remarriage, emerging patterns.
[9] Corequisites: None.
[10] Permission of instructor.
[11] Gen Ed: SS

[1]	Course Subject
[2]	Course Number
[3]	Cross-Listed Courses
[4]	Course Title
[5]	Number of Credits (Lecture Contact Hours-Laboratory Contact Hours)
[6]	Terms Offered
[7]	Prerequisites
[8]	Course Description
[9]	Corequisites
[10]	Registration Restrictions
[11]	General Education Designation

Not all of the above information may be noted in each course. Additional components may include:

- Course Suffix
- Cross-Cultural
- Grade Mode
- GT Pathways
- Registration Information
- Repeat Credit
- Requisites
- Variable Credit

House Numbered Courses

University-wide "house-numbered" courses are alternatives to the usual teaching formats of lectures, discussions, and/or laboratories. Several house numbered courses also use alternative grading systems.

Additionally, policies, guidelines, and procedures pertaining to each category are presented herein.

Departments tailoring a house-numbered course/title to their degree may not use the generic course description (listed within the categories below) and must submit a course title and brief catalog description specific to the course as part of the course creation/approval process.

Cooperative Education Placement
- 296, 396, 496, 596, 696, 996

Field Experience
- 294, 394, 494, 594, 694, 994

Independent Study
- 295, 395, 495, 595, 695, 995

Internship
- 298, 398, 498, 598, 698, 998

Research
- 292, 392, 492, 592, 692, 992

Seminar
- 293, 393, 493, 593, 693, 993

Special Project
- 290, 390, 490, 590, 690, 990

Special Topics
- 291, 391, 491, 591, 691, 991

Studio Series
- 297, 397, 497, 597, 697, 997

Thesis Research
- 599, 699, 999

Workshop
- 200, 300, 400, 500, 600, 900

Numbering of Courses

Course numbering is based on the content level of material presented in courses.

Remedial [1]
- 000-099

Lower Division
Freshman/Sophomore Level

- 100-299

Upper Division
Junior/Senior Level

- 300-499

Graduate Level
- 500-899

Post-Master's Level
- 900-999

[1]   Remedial courses do not count toward graduation or student level.

Requisites

Courses requisites are limitations to course registration either before or in conjunction with another course. **Requisites can only be test scores or active courses.** All other course restrictions are listed under the "Registration Information" section of the course description.

Prerequisites

Some courses list prerequisite requirements. These prerequisite requirements must be complete PRIOR to registering for the course.

Departments may choose to list prerequisite requirements and also allow concurrent enrollment in the course(s). Students should always first attempt to complete the prerequisite course BEFORE attempting concurrent enrollment.

Prerequisite Minimum Grade
The University policy for prerequisite grades is a C. However, departments have the authority to override individual course grade requirements.

Concurrent Prerequisites
A concurrent prerequisite course may be satisfied in the same term or in a term prior to enrollment in the "parent" course. Concurrent prerequisite courses are considered to be "connected" in Banner. If a student attempts to drop a class that is an enforced concurrent prerequisite of another enrolled class and no registration permit was given, the student will be warned that they must drop all connected classes.

Students may meet a concurrent prerequisite in one of the following ways:

- Earn at least the minimum grade in the prerequisite course in a prior term.
- Current enrollment in the prerequisite course when registering in the parent course for a future term.
- Register in the prerequisite course and parent course in the same term.

Unfortunately, concurrent prerequisites are not distinguished from standard prerequisites in Self-Service Banner (PAWS). Advisors and academic administrators can identify concurrent prerequisites from the SSAPREQ screens in the Banner Administrative system – look for "Yes" in the Concurrency column.

Corequisites

Some courses list corequisite requirements. These corequisite requirements must be completed IN CONJUNCTION with one another.

Registration Restrictions

Registration requirements that are NOT test scores or active courses can be included in the "Registration Information" section of the course description. These restrictions may or may not be enforced at the time of registration. Enforcement of registration restrictions are at the discretion of the department.

Unique Courses

Cross-Cultural

Students must take at least one course that is designated as cross-cultural to fulfill General Education requirements. These courses have a designation of **CC** next to their listing.

For additional information regarding the cross-cultural requirement, please see the General Education (p. 58) section of the catalog.

Cross-Listed

Cross listed courses are courses that are identical with the exception of a differentiating prefix. These courses share the same description, number, classroom, instructor, etc.

Students may earn credit under only one of the cross-listed prefixes.

General Education

Courses with a General Education designation fulfill the Skills and/or Knowledge components of the General Education requirements. General Education designations are as follows:

- E - Written Communication (English Composition)
- H - Humanities
- HS - History
- M - Quantitative Reasoning (Mathematics)
- SS - Social Science
- ST - Natural & Physical Science

For additional information regarding the General Education requirement, please see the General Education (p. 58) section of the catalog.

GT Pathways

Courses with a GT designation will always transfer and apply to GT Pathways requirements in AA, AS, and most bachlelor's degrees at every public Colorado college or university. GT Pathway designations are as follows:

- AT - Arts & Humanities
- CO - Composition
- HI - History
- MA - Mathematics
- SC - Science
- SS - Social Science

For additional information and transfer restrictions related to GT Pathways, please visit the CDHE (https://cdhe.colorado.gov/guaranteed-transfer-gt-pathways-general-education-curriculum-0/) website.

Variable Credit

A course with a credit range followed by "VAR" indicates a course with variable credit. The credit range indicates the minimum and maximum credit limitations.

For example, a course with (1-3 VAR) has a minimum allowance of 1 credit and a maximum allowance of 3 credits; students can also choose to take the course as 2 credits.

Prior to registering for a variable credit course, students should always consult with an Academic Advisor to determine the appropriate number of credits to meet graduation requirements.

Repeatable Courses

Some specified courses may be repeated for credit. These courses are designated by the word "Repeatable" in the Course Description. The number after the word Repeatable indicates the maximum number of credits that may be used toward degree requirements.

INDEX

#

A

B

C

D

E

Q

R

S

T

U