



UNIVERSITY OF
**NORTHERN
COLORADO**

I believe
in myself

I am
smart



Graduate

CATALOG 2022-23

TABLE OF CONTENTS

Graduate Catalog 2022-2023	2
Print Version.....	2
About the University.....	3
Graduate School - The University of Northern Colorado.....	7
General Information.....	9
Program Requirements	56
Graduate Programs	73
College of Education and Behavioral Sciences (EBS)	193
College of Humanities and Social Sciences (HSS).....	214
Kenneth W. Monfort College of Business (MCB)	218
College of Natural and Health Sciences (NHS).....	222
College of Performing and Visual Arts (PVA).....	238
University Libraries	244
Graduate Course Descriptions	245
Administration	374
UNC Faculty.....	376
Affiliate Faculty.....	393
Index	396

GRADUATE CATALOG 2022-2023

Greeley, Colorado

Effective August 15, 2022 - August 14, 2023

PRINT VERSION

The online version of the catalog at catalog.unco.edu will always display the most current version of the catalog and therefore replaces and supersedes any hard copy version.

University of Northern Colorado reserves the right to change its role, policies or course offerings at any time. To that extent, any contradictions that exist between this catalog and University of Northern Colorado policies, the policies take precedence and control.

ABOUT THE UNIVERSITY

As Colorado's leader in education, the University of Northern Colorado (UNC) is committed to bringing together diverse ideas, voices and people to shape a student's first university experience. UNC provides students with a personalized education, grounded in liberal arts and infused with critical and creative inquiry, empowering them to make a difference in their own lives and in their communities. Faculty and staff nurture individual development, passing along skills and knowledge to provide upward mobility for alumni, and the Bear family shares a commitment to the values of inclusion, equity, and diversity.

At UNC, there are more than 100 undergraduate and 100 graduate programs of study in five colleges: Humanities and Social Sciences, Business, Education and Behavioral Sciences, Natural and Health Sciences, and Performing and Visual Arts. With more than 2,100 undergraduate and 1,400 graduate courses available, advisors help students build an education that will make them competitive in the global job market.

More than 7,350 undergraduates from 47 U.S. states and 24 other countries attend classes on our beautiful 260-acre campus and through our extended campuses online and in Loveland and Denver. Forty-two percent of our students are first in their families to attend college.

Our libraries include James A. Michener Library, home to the author's literary legacy, and Skinner Music Library, one of a handful of music libraries in the nation dedicated exclusively to research materials and media required by the nation's most rigorous music schools.

Students can get involved in more than 100 student organizations on campus, including leadership, professional, social, cultural and honorary groups. They can choose to join Fraternity and Sorority Life, explore Colorado with Outdoor Pursuits, engage in residential programming that enhances academic curricula, attend NCAA Division I athletic events, work on campus, and participate in service or experiential learning projects.

Located in Greeley, a city of more than 105,000 residents an hour's drive north of Denver, UNC's main campus is close to shopping, dining, popular activities, theaters, music venues, outdoor trails, parks and a growing downtown.

Academic integrity is valued and expected. Excellence is sought and rewarded. Teaching and learning flourish. Diversity of thought and culture is respected. Intellectual freedom is preserved. Equal opportunity is afforded. And UNC students thrive.

Welcome from President Andrew Feinstein

Welcome, Bears! I invite you to explore the 2022-2023 Academic Catalog to learn about the robust set of programs and course offerings that are available to you as a student at the University of Northern Colorado. I trust you will find courses that pique your interest and align with your academic and career aspirations. Our curriculum has been thoughtfully developed to meet your needs and interests, and prepare you with the knowledge and skills to succeed in your chosen fields.

As a Students First institution, our faculty and staff support your success inside and outside the classroom – doing everything we can to ensure you have an enriching and engaging educational experience. We are committed to facilitating your journey toward completing a degree– and hope to sustain connections with you throughout your lifetime as we welcome you into our expansive alumni community. It is our intention for every student to leave UNC feeling confident and well-prepared to pursue their dreams.

Earning a college degree is one of life's most rewarding experiences and paves the way for upward social mobility and future success. I am glad that you have chosen UNC to provide the educational foundation for your future. Best of luck this academic year!

University of Northern Colorado Affirmative Action/Equal Opportunity Policy

Human Resource Services is responsible for implementation of affirmative action, programs and coordination of Title VI and VII of the Civil Rights act of 1964, Title IX of the Education Amendments of 1973, the Vietnam Era Veteran's Readjustment Act of 1974, and Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. For more information about these provisions or about issues of equity or fairness, or claims of discrimination contact the AA/EEO/Title IX officer, Marshall Parks, Director, Human Resource Services, University of Northern Colorado, Carter Hall 2002, Greeley, CO 80639, or call 970-351-2718.

Disclaimer

The content of this document is provided for the information of the student. It is accurate at the time of printing but is subject to change from time to time as deemed appropriate by the University President or Board of Trustees in order to fulfill the University role and

mission or to accommodate circumstances beyond their control. Any such changes may be implemented without prior notice, without obligation and, unless specified otherwise, are effective when made. The Catalog posted at www.catalog.unco.edu may reflect current information that was not available at the time of this publication.

The calendar is a projection of the course of events for the academic year and represents the best judgment of the administration and staff. It is subject to change due to forces beyond the control of University employees or as deemed necessary by the University staff in order to fulfill educational objectives.

The faculty and staff of the University of Northern Colorado reserve the right to terminate or modify program requirements, content, and the sequence of the program offerings from semester to semester for educational, operational or financial reasons that are deemed sufficient to warrant such actions.

Calendar

Please reference the 3-year calendar at www.unco.edu/registrar/calendars/ for detailed information.

Dates are subject to change.

Mission Statement of the University of Northern Colorado

The University of Northern Colorado shall be a comprehensive baccalaureate and specialized graduate research university with selective admission standards. The University shall offer a comprehensive array of baccalaureate programs and master's and doctoral degrees, primarily in the field of education. The University of Northern Colorado has statewide authority to offer graduate programs for the preparation of education personnel.

University of Northern Colorado Points of Pride

- UNC is a recipient of the prestigious Christa McAuliffe Award for Excellence in Teacher Preparation from the American Association of State Colleges and Universities.
- Our Monfort College of Business is the first and only business school to receive the Malcolm Baldrige National Quality Award from the Office of the President of the United States.
- The arts are part of the UNC Student Experience: Our School of Music is home to 25 musical ensembles and our School of Theatre Arts and Dance stages seven mainstage productions and more than 30 student productions each year as well as being home to the Little Theater of the Rockies, the oldest professional summer stock theatre west of the Mississippi River.
- The Colorado Legislature designated UNC as the primary institution for undergraduate and graduate teacher education in the state and alumni K-12 educators currently serve every county in Colorado.
- UNC has the oldest Gender Studies program in Colorado, which was originally founded as a women's studies program in 1974 and attracted students to learn about the development and culture of gender, sexuality and inequality both past and present.
- *DownBeat* Magazine has rated UNC's University Orchestra the top university orchestra in the United States repeatedly for more than 10 years (2021).
- Our BS in Nursing program is one of the best in Colorado and ranked #76 in the nation, with a 95-100% passage rate on the national licensing exam for registered nurses.
- Each year, students host the UNC International Film Series, the longest-running student film program in Colorado.
- UNC has the only online American Sign Language Interpretation Bachelor of Arts program in the nation that is accredited by the Commission on Collegiate Interpreter Education.
- Our Monfort College of Business is ranked #1 in the world for experimental Accounting Information Systems (AIS) research and #9 in the world for all other AIS research, where accounting, systems and analytics intersect (BYU 2021 global rankings of 660 universities' accounting research quality).
- Our Jazz Studies program has won more than 150 *DownBeat* Magazine awards in the last 30 years.
- 26 UNC graduates have appeared in 67 different Broadway productions — a record unmatched by any other BA Musical Theatre program in the country.
- The university's Rocky Mountain Cancer Rehabilitation Institute is the only comprehensive cancer rehabilitation facility of its kind, providing individualized prescriptive exercise and dietary intervention for cancer treatment-related symptoms.
- Our James A. Michener Library is home to the bulk of the alumnus and Pulitzer Prize-winning author's writing and publishing legacy.
- Our student athletes succeed in the classroom and in competition: earning the highest GPA in the NCAA Division 1 Big Sky Athletic Conference for the 18th consecutive semesters—a cumulative GPA of 3.26—and winning six Big Sky volleyball tournament championships, a women's soccer championship and a women's basketball championship, which included an NCAA berth. **Go Bears!**

University of Northern Colorado Traditions

The University of Northern Colorado has a rich and dynamic 133-year history. As the university has evolved and grown with each generation of Bears, many favorite traditions have emerged to celebrate the spirit, community and diversity that make UNC a special place for all of us.

Homecoming

UNC alumni first celebrated Homecoming in 1923 and have returned to Greeley's campus every fall since. This annual celebration, held in conjunction with a home football game (Go Bears!), includes weeklong student spirit activities, an evening pep rally and bonfire with the Pride of the Rockies Marching band, and alumni gatherings across campus.

Cranford Cornerstone

Much celebration surrounded the laying of the cornerstone of the first building constructed at the new State Normal School in Greeley in 1890. The building was later named Cranford Hall after the businessman who donated most of the land for the school. Although the building was ravaged by time and a fire and had to eventually be demolished in 1972, its cornerstone was salvaged and is prominently displayed near the west entrance to Carter Hall as a reminder of our historic founding.

Gunter Hall

During Gunter Hall's renovation in 1996, architects salvaged as many of the 1928 building's historic features as possible, including the center court of the gym floor, original wall murals and the famous Gunter bells, which had been replaced three times prior to the renovation. Today the bells ring electronically, but no less proudly to mark the passage of time across campus as they have for generations of UNC students.

Hi Bridge

A gift from the 1940 senior class, Hi Bridge is located between Gunter Hall and Gray Hall and originally led to the front door of Bru Inn, the former student union. The bridge established the tradition that anyone who crossed it, friend or stranger, were to greet each other with a cordial "Hi." Today, undergraduate students apply to become a Hi Bridge Society delegate, representing UNC hospitality at its best at numerous alumni and community events. Delegates are named and recognized during the annual Homecoming celebration.

Becoming the Bears

Until 1925, the official name of the university's athletic teams was the Teachers. The following year, our mascot became a brown Bear, in recognition of the bear carving

atop an Alaskan Tlingit totem pole that was part of the Greeley campus since 1914. Nicknamed "Totem Teddy," it served as a school symbol until 2003, when it was properly returned to the Tlingit tribe under the Native American Graves Protection and Repatriation Act. The bronze statue *Northern Vision* now serves as the visual representation of UNC's beloved Bear identity and mascot.

Northern Vision

Since 2004, *Northern Vision*, our 12-foot-high, 2,000-pound, bronze sculpture of a bear on the north lawn of the University Center (UC), has watched intently over our campus community. Created and donated by local sculptors at the behest of a cadre of persuasive UNC alumni, the eye-catching piece of art faces southeast toward the UC, the vibrant hub for student life, symbolizing the university's focus on students. *Northern Vision* is a favorite photo spot to capture two iconic UNC moments—the conclusion of a student's first campus tour and a student's commencement photo in cap and gown regalia.

Accreditation and Affiliation

Since 1916, the University has been accredited by the Higher Learning Commission (HLC). UNC's accreditation was affirmed by the HLC in June 2015, with the next reaffirmation of accreditation in 2024-2025. Additional information about UNC's accreditation is available at www.unco.edu/assessment/accreditation/higher-learning-commission.aspx.

All UNC degrees in fields that require accreditation for licensure or certification are accredited. A complete description of programs that hold specialized accreditation is available at www.unco.edu/assessment/accreditation/specialized-accreditation.aspx. UNC programs are accredited by the following specialized accrediting bodies.

- Accreditation Council for Education in Nutrition and Dietetics
- American Psychological Association
- Association to Advance Collegiate Schools of Business International
- CAATE: Commission on Accreditation of Athletic Training Education
- Commission on Collegiate Interpreter Education
- Commission on Collegiate Nursing Education
- Commission on English Language Program Accreditation
- Council for Accreditation of Counseling and Related Educational Programs
- Council on Academic Accreditation in Audiology and Speech-Language Pathology
- Council on Education for Public Health
- International Association of Counseling Services

- National Association of School Psychologists
- National Association of Schools of Music
- National Association of Schools of Theatre

In addition to these accrediting bodies, UNC has multiple programs that have been approved or authorized by a state or national organization. Although these are not accrediting bodies, approval indicates that programs meet the standards of the organization.

- American Chemical Society
- Association of Psychology Post-doctoral and Internship Centers
- College Reading and Learning Association
- Colorado Department of Education (all Education programs)
- Colorado State Board of Nursing
- Professional Science Master's Environmental Geosciences (PSM)

UNC holds affiliations with the following organizations:

- American Association of Colleges for Teacher Education
- American Association of State Colleges and Universities
- Colorado Coalition for the Educational Advancement of Latinos
- Colorado Council of Deans of Education
- College Language Association
- Council of Academic Deans from Research Education Institutions
- Council of Colleges of Arts and Sciences
- Council of Graduate Schools in the United States
- Higher Education Consortium for Special Education
- Hispanic Association of Colleges and Universities
- Inter-Mountain University Research Administrators
- National Association of College and University Attorneys
- National Association of Graduate Admissions Professionals
- National Organization of Research Development Professionals
- Rocky Mountain Advanced Computing Consortium
- Society for Research Administrators
- Teacher Education Council of State Colleges and Universities
- University Council for Educational Administration
- Western Association of Graduate Schools

GRADUATE SCHOOL - THE UNIVERSITY OF NORTHERN COLORADO

The Graduate School at the University of Northern Colorado (UNC) is a specialized graduate research institution, offering master's, specialist in education and doctoral degree programs. Numerous professional licensure, certificate and/or endorsement programs of study are available to individuals pursuing their professional careers in schools and communities on our main campus, online or through our extended studies centers.

Please review our graduate programs, courses and Graduate School policies and procedures. UNC offers graduate students a unique experience in graduate education; we look forward to supporting your advanced education.

The Graduate School

Associate Vice President of Research & Dean of the Graduate School: Jeri-Anne Lyons, Ph.D.

Location: Carter Hall 2007

Telephone: 970.351.2831

Introduction

The first graduate degree, a master's degree, was offered by UNC to three students in 1911. These students graduated in 1913. In 1929 the Doctor of Education was added, in 1934 the Doctor of Philosophy, in 1954 the Educational Specialist, in 1975 the Doctor of Arts, and in 1984 the Doctor of Psychology was added. The Doctor of Audiology was added in 2003, and the Doctor of Nursing Education was added in 2004. In 2013, UNC celebrated a century of graduate education.

Graduate study at UNC involves the graduate student studying under the direction of a qualified member of the graduate faculty. Thus, graduate credit is awarded for courses of study taught by duly appointed members of the graduate faculty who meet the criteria established by the faculty constitution and the bylaws of the graduate faculty. The exchange of information, ideas and values that takes place between the graduate faculty and highly qualified students is the essence of graduate education.

Graduate students must display evidence of superior academic aptitude, achievement and motivation. Moreover, graduate students demonstrate competence in their discipline through a variety of measures: professional demeanor, written and oral exams, directed studies, internships, research projects, theses, capstones and/or dissertations. These measures are an integral part of the graduate education experience. Through cooperative efforts of the graduate faculty, the Graduate Council and the Graduate School, the university seeks to establish an environment in which graduate students and the graduate

faculty can achieve the goals of a 21st century graduate education.

Rules and regulations contained herein are intended to help the graduate faculty and the graduate student to accomplish the intent and purposes of graduate education. The Graduate Catalog contains the policies and procedures consistent with policies of the Board of Trustees and University Regulations. These policies and procedures are informed by the Graduate Council and govern the Graduate School, graduate programs, graduate faculty and graduate students.

Graduate Council

It is the responsibility of the Graduate Council to recommend policies governing graduate programs and requirements at the university. It sets minimum standards for admission to the Graduate School at UNC. The council is comprised of representatives from the graduate faculty drawn from all colleges who are elected to serve three-year terms.

Graduate Faculty

Graduate faculty are appointed by the University President, or their designee, after being recommended by the academic unit, the academic dean, the Graduate Council and the Graduate Dean.

At the time of appointment, graduate faculty are authorized to teach graduate courses, act as program advisors for graduate students, serve on doctoral committees and other university committees pertaining to graduate education at UNC. Only graduate faculty who have received the doctoral research endorsement (DRE) are authorized to serve as research advisors on doctoral students' research committees. A faculty member who has retired and is currently serving as a research advisor on a doctoral committee can continue to serve as research advisor, but they must apply for and be granted Emeritus Graduate Faculty (EGF) prior to retirement.

Upon approval by the school or department, the academic dean and the dean of the Graduate School selected individuals may be appointed as graduate lecturers for a four-year period. These faculty members may teach specific courses that are approved and/or perform other designated graduate responsibilities. Graduate credit can be granted for courses taught by a faculty member who has been appointed to the graduate faculty or to the graduate lecturer faculty.

No graduate credit can be granted for any course taught by a current graduate student at this institution. Graduate faculty members are noted in the listing of UNC faculty in this publication.

Academic Recognition

Graduate Dean's Citation for Excellence

The Graduate Dean's Citation for Excellence is awarded each semester to students nominated by faculty members in recognition of superior achievement in their graduate studies. Each school/department may recommend graduate students completing their programs during the fall or spring term provided they meet these minimum criteria:

- A cumulative graduate grade point average of at least 3.75.
- Documented evidence of superior accomplishment while a graduate student at UNC.

Students graduating in the summer may be nominated in either the spring or fall term of the year they graduate.

The nomination is to be supported by:

- Written recommendations from graduate faculty of the academic program outlining the student's accomplishments and/or,
- Special recognition by an agency or organization (outside UNC) for scholarly accomplishment, academic achievement or contributions to society and a student resume or vita.

Awardees are reviewed by the Executive Committee of the Graduate Council or their designee. Recommendations for awards are forwarded to the Graduate Dean for final selection. The total number of awards will not exceed 3 percent of the graduating class.

Graduate Dean's Citation for Outstanding Thesis, Doctoral Scholarly Project and Dissertation

The Graduate Dean's Citation for Outstanding Thesis, Doctoral Scholarly Project and Dissertation may have six awards each semester with two in each category. Faculty members nominate a thesis, doctoral scholarly project or dissertation by submitting a letter of nomination that specifies contributions of the study to the discipline.

GENERAL INFORMATION

Application Process

Application Process for Master's, Specialist, Doctoral or License/Endorsements, Certificate

- Prospective students should consult the graduate school website for specific admission requirements.
- Applicants for Graduate School at UNC can only have one active application on file.

US Citizens, Permanent Resident or DREAMer Undocumented/DACA Applicants must take the following steps to be considered for admissions:

- Complete the online application and pay the non-refundable application fee.
- Request one official transcript from any regionally accredited college or university where a bachelor's degree or higher was earned or is in progress (if you have earned multiple degrees, bachelor's level or higher, an official transcript is required from each college or university where a degree was conferred). If you are unsure if your school is regionally accredited, please contact the graduate school to confirm. If you received a degree from UNC, you do not need to request a transcript from UNC. The Graduate School & International Admissions Office reserves the right to request that applicants provide official transcripts from other colleges or universities as needed. Applicants who have earned or are directly pursuing a higher degree from an accredited institution without receiving a bachelor's degree (i.e., PharmD) may be eligible to apply to the Graduate School without the conferral of a bachelor's degree.
- If an applicant intends to use Veteran's Education Benefits, an official transcript from all colleges or universities attended will be required in order to maintain compliance with Veteran's Affairs policies.
- Official transcripts from U.S. institutions should be sent via mail directly from the educational institution in an unopened, sealed envelope or through an electronically secure digital program from the issuing institution.

Mailed transcripts should be sent to:

Graduate School and International Admissions
University of Northern Colorado
501 20th Street
Campus Box 135
Greeley, CO 80639

- Electronic transcripts from U.S. institutions should be sent directly from the educational institution to: grad.applicationmaterials@unco.edu.
- The Graduate School and International Admissions does not accept email, scanned, or PDF transcripts directly from applicants. All official transcripts, submitted as part of the application process, are retained by UNC and not returned to applicants or admitted students.
- Programs may require supplemental admission items such as letters of recommendations, or GRE scores; please visit www.unco.edu/graduate-school/degrees-and-programs/ for specific program requirements. Once documents are submitted to the application, if you wish to make changes to the documents or to the application itself, please contact the graduate school for assistance.
- Applicants with a GPA below 3.00 may be considered for admission. If someone is recommended for admission who does not meet the Graduate School standard, a rationale must be provided by the program stating the factors which were considered in recommending the student: GPA in the discipline, maturity, letters of recommendation, work samples, GRE scores or other compelling factors, and a list of measurable academic and professional/behavioral requirements the student must attain in the first calendar year of program enrollment.
- UNC retains submitted transcripts, from institutions other than UNC, for admitted students for up to five years after graduation or date of last attendance at UNC. Transcripts provided by applicants who were not admitted, denied admission or did not complete their application are destroyed after one (1) year. If a student reapplies, the Graduate School will make every attempt to use previously-submitted transcripts if they are within these time frames. However, if the Graduate School cannot locate previously submitted transcripts, the transcripts fall outside the time frames listed above, or they are considered illegible, applicants must provide new transcripts.

Master's, License/Endorsements, Certificate Admission

The application processes listed above must be followed to apply for admission to the Master's, License/Endorsements, or Certificate programs.

Specialist Admission

In addition to the application processes listed above, each applicant for the specialist degree must have an adequate academic background in the proposed area of

specialization as defined by the program. Some specialist programs require a master's degree from a regionally accredited college or university for admission.

Doctoral Admission

In addition to the requirements above, each applicant for the doctoral degree must:

- Possess a baccalaureate degree and/or master's degree, depending on the program, from a regionally accredited college or university.
- Request three letters of recommendation, confirming that the applicant has the ability to do doctoral work in the proposed discipline(s).
- Have a minimum level of achievement combining GPA and GRE performance.
- GPA of at least 3.0 on a 4.0 scale on their master's degree or baccalaureate degree depending on the program.
- GRE scores are not generally required for admission to the Graduate School. However, individual programs may require GRE scores. Contact the program of interest to ascertain whether GRE scores are required for admission.

If required, submit GRE scores electronically through Educational Testing Service (ETS). The testing date must be less than five years from the date the application is submitted. UNC's institutional code is 4074. Please note, UNC does not accept GRE Subject Test Scores.

Doctoral programs at UNC do not utilize quantitative rating systems and standard criteria weightings as sole determining factors for decisions concerning the acceptance of doctoral applicants. Quantitative information such as GPA or GRE scores is considered in combination with qualitative information derived from letters of recommendation, applicant goal statements, as well as past academic and professional accomplishments. Because of the specialized nature of doctoral work, it is incumbent on the faculty to utilize their professional judgment in determining to what extent a student is qualified for entry into a particular program. The information requested by each school or department upon which their decision is to be based, gives the faculty the opportunity to thoroughly and carefully evaluate the strengths and potential of each applicant.

Graduate International Admission and English Proficiency

An international applicant is a person who is not a citizen of the United States or classified by the United States Immigration and Immigration Service (USCIS) as a Legal Permanent Resident (Green Card holder). Please contact International Admissions at (970) 351-2095 for assistance

or visit the International Admissions website at www.unco.edu/international-admissions.

Applicants must possess a baccalaureate degree or its equivalent from a regionally accredited college or university, or equivalent to a U.S. baccalaureate degree from a recognized institution and have a grade point average of 3.00 or better (4.00 point scale) from the most recent degree earned or current degree in progress. If a master's degree is in progress, a minimum of 18 credit hours must be completed for the GPA of the master's degree to be used, otherwise the GPA from the bachelor's degree will be used.

All applications must be submitted 90 calendar days before the semester start date. Supporting materials and related credentials must be received by the International Admissions no later than 60 calendar days before the semester that the student wishes to enroll (see www.unco.edu/international-admissions for deadlines). International applicants must complete the following steps to be considered for admission:

1. Complete the Application for Admission online.
2. Pay the non-refundable application fee.
3. Submit official transcripts, mark sheets, diplomas, graduation and degree certificates in a sealed envelope for each college or university attended. If they are not in English, submit a certified literal and complete English translation of each document. Official US transcripts can either be mailed directly from the Registrar's office in a sealed envelope or submitted electronically through a secure digital program.
4. Supplemental materials may be required by some graduate programs. Check with the program area for further requirements. GRE scores must be sent from ETS directly to UNC (UNC School code is 4074). The score must be no more than five years old. Your program may also require letters of recommendation, statements of goals, resume, audition, interviews or other materials; please check with the program for further information.
5. Photo quality copies of the bio page of your passport and your student visa (if you have one).

Once an applicant is admitted they will be required to submit financial documents verifying funding to support the cost of attending UNC for one academic year (see www.unco.edu/international-admissions for estimated cost and acceptable documentation) and they will be instructed to create a shipping label for their admission packet (including the admission letter and immigration documents).

English Proficiency

Applicants who are not native speakers of English are required to provide evidence of English language proficiency by one of the following:

- Submitting results of an acceptable English proficiency test
- TOEFL iBT: 80 - with cut scores no lower than: Listening (16), Reading (16), Speaking (20), and Writing (22)
- IELTS: 6.5 - with sub scores no lower than 6 in each of the following proficiency areas: Listening, Reading, Writing, and Speaking
- English3 Proficiency Test: 67 E3PT with a minimum of 16.5 in each of the following: Speaking, Reading, Listening and Writing
- Having completed previous education in a recognized English-speaking country within the last two years
- Completing UNC's Intensive English Program through Level 7

Applicants who do not provide sufficient English proficiency documentation may be considered for conditional admission to UNC with the requirement that they either successfully complete the UNC Intensive English Program or demonstrate English proficiency through submitting sufficient TOEFL or IELTS scores. (See www.unco.edu/center-international-education/ for further information.) They cannot begin an academic degree program until they achieve the required level of English proficiency.

Academic programs on campus may have higher or additional English proficiency requirements including screening or testing for English proficiency. The applicant is responsible for determining whether the program has additional language requirements.

Admissions

Admissions to the UNC Graduate School is a two-step process; individuals are recommended by a program to the Graduate School and then admitted by the Graduate School to the University.

Official Admission

Official admission is extended to all applicants who meet all Graduate School requirements and are recommended by the program for admission. Some applicants may be admitted to programs with a stipulation that they meet additional requirements in order to remain enrolled. The Graduate School describes these additional requirements as:

Document Requirements

Applicants may be admitted pending submissions of required documents specified by the Graduate School (i.e., transcripts showing degree conferred) before the end of their first semester of graduate coursework. No student will be permitted to register for an additional semester, receive financial aid or take the comprehensive examination or its equivalent unless the specified requirement(s) is met. Failure to meet the condition(s) within the specified time frame will result in the closure of the student's program by the Graduate School.

Applicants admitted based on the requirement to complete a degree in progress must still provide an official transcript within the first semester of enrollment at UNC showing their degree conferred and a GPA of at least 3.0. If the transcript showing degree conferred reports a cumulative GPA less than 3.0, applicants will be given additional academic requirements, defined by the program, which must be met within one calendar year, to remain enrolled at UNC.

Program Requirements

When a program recommends an applicant for admission who does not meet UNC's Graduate School standards, the program faculty must provide specific requirements in writing to the Graduate School. These requirements include a list of measurable academic and professional/behavioral requirements the student must attain in the first calendar year of program enrollment in order to remain in the program. All recommendations for admission for applicants with a GPA below the 3.00 must be reviewed and approved by the Graduate Dean or their designee. In addition, the program recommending admission for such students may also be expected to submit a letter of justification, which is a rationale detailing the factor(s) considered in recommending the student, such as GPA in the discipline, maturity, letters of recommendation, applicant work samples, GRE scores or other compelling factors.

If the Graduate School, upon compelling recommendation of the program faculty, officially admits an applicant who does not meet the academic standards of the Graduate School, the admitted student must complete a set of measurable requirements stipulated by the program and reviewed and approved by the Graduate School. The successful completion of provisions is monitored by the program faculty, who report attainment/non-attainment of the provisions to the Graduate School. A student has one calendar year to meet all such requirements. Students are not permitted to register for an additional semester, receive financial aid or take the comprehensive examination or its equivalent unless the specified provisions(s) is/are met during the first calendar year of program enrollment.

Failure to complete the requirements within the specified time frame will result in the closure of the student's program by the Graduate School.

Denied Admission

Denied admission refers to applicants who do not meet the Graduate School, program admission requirements, or both. Students denied admission must reapply to be considered again for the same program or a different program. There are no appeals of denied admission. Denied admissions are final.

Post-Admissions Changes

Deferral of Admission

If a student is unable to begin classes during their admitted term, they can request to defer their start term for a period of time. Upon approval of the program, admitted students who have not yet attended classes towards their program are allowed to change their start term only ONE time by submitting the Change of Term Post Admission request form on their Admission Portal. An admitted student who has already registered for classes must be completely withdrawn from all classes prior to submitting the Deferral/Change of Term Post Admission request form.

The Deferral/Change of Term Post Admission request form must be submitted in the student's initial admission term, no later than close of business on the Friday before registration opens for the next term. If approved by the program, the Graduate Admissions office will change the start term of admission and notify the student.

A student can only defer admission up to one year from their initial admission term. However, if the program has a specific start term (fall only, spring only or summer only), with approval of the program, applicants are allowed to defer their admission to the next term the program is offered even if that is past the one year mark. Students who have previously been granted a deferral are required to complete a new application and will be assessed the application fee. If a student has been offered funding for their initial admission term, funding is not guaranteed for the deferred admission term.

A student's file will be closed if they have not enrolled in classes during their initial term of admission or have not requested and been granted an admission deferral during their initial term of admission. In order for a student to begin classes, they will have to reapply and be admitted to the program. Readmission is not guaranteed upon reapplication to the program.

Program Changes

Changing Academic Programs, or Adding/Removing a certificate, license, endorsement, or second program

Currently enrolled students may request to change their program from one graduate program to another, or from one concentration to another, with the approval of both departments and final approval by the Graduate School. Students should utilize the "Graduate Program Change" form to facilitate this process. If the form is submitted before add/drop date, changes will take effect in the current term. If the form is submitted after drop date the changes will take effect in the next term.

The "Graduate Program Change" form can be used to change your degree level to a lower level, e.g., from doctorate to masters or masters to certificate only. If you wish to move up in degree level, you must reapply to the Graduate School. If the change is to be treated as a new program, the time limit for completion of the degree begins with the term that the request form is processed for, either the current term or the next available term. None of your previous work will be applicable to the new major. If the change is not to be treated as a new program, the time limit to complete the new program remains the date at which you initiated your original program of study.

Please note that your admission to a new degree program is contingent on the approval by the program's faculty and is not automatic. If you are denied admission into the requested program, you will remain in your current program unless you notify the Graduate School to close your file.

Change of Site

A student admitted to attend classes at a specific program site can submit a change of site request if they desire to be enrolled in classes for the same program but at a different location. Examples would include students who wish to move between Extended Campus cohorts e.g., Denver Lowry to Colorado Springs, or a Greeley campus student who wishes to switch to the same program in an online format. Students who are considering making this change should contact the Bursar's office, Financial Aid, and the Financial Awards Specialist (regarding any previously offered assistantships or scholarships) to determine how such a change may have impact on these areas before submitting this form. The form requires the signature of the program coordinator for the old site and the program coordinator of the new site. If the form is submitted before add/drop date, changes will take effect in the current term. If submitted after the drop date, changes will take effect in the next available term.

Master's Degree, Specific Requirements

Master's degrees (M.A., M.A.cc., M.A.T., M.B.A., M.B.S., M.M., M.P.H., M.S., P.S.M.) are awarded for a level of academic accomplishment substantially beyond that required for the baccalaureate degree. Programs consist of a coherent pattern of courses, seminars, and supervised learning experiences that culminate in a

comprehensive examination and, in some cases, a thesis. Master's programs require a minimum of 30 semester hours beyond the baccalaureate degree plus additional time in preparation for comprehensive examinations or thesis writing.

Master's Degree Program Admission

Each applicant to a master's degree program must:

1. Possess a baccalaureate degree from a regionally accredited college or university.
2. Have a grade point average of 3.00 or better, on a 4.00 point scale, from the most recent degree earned or current degree in progress. If a master's degree is in progress, a minimum of 18 credit hours must be completed for the GPA of the master's degree to be used, otherwise the GPA from the bachelor's degree will be used. Applicants admitted based on the requirement to complete a degree in progress must still provide an official transcript within the first semester of enrollment at UNC showing their degree conferred and a GPA of at least 3.0. If the transcript showing degree conferred reports a cumulative GPA less than 3.0, requirements defined by the program will be added to the student's admission, just as they are for any admit with a GPA below 3.0.

Master's degree applicants must take the following steps to be considered for admissions:

1. Complete the online applications and pay the non-refundable application fee.
2. Request one official transcript from any accredited college or university where a bachelor's degree or higher was earned or is in progress (if you have earned multiple degrees, bachelor's level or higher, an official transcript is required from each college or university where a degree was conferred). If you received a degree from UNC, you do not need to request a transcript from UNC. The Graduate School & International Admissions Office reserves the right to request that applicants provide official transcripts from other colleges or universities as needed. Applicants who have earned or are directly pursuing a higher degree from an accredited institution without receiving a bachelor's degree (e.g., PharmD) may be eligible to apply to the Graduate School without the conferral of a bachelor's degree. If an applicant intends to use Veteran's Education Benefits, an official transcript from all colleges or universities attended will be required in order to maintain compliance with Veteran's Affairs policies.

Official transcripts from U.S. institutions should be sent via mail directly from the educational institution in an unopened, sealed envelope or through a secure digital program from the issuing institution.

Mailed transcripts should be sent to:

Graduate School and International Admissions
University of Northern Colorado
Campus Box 135
501 20th Street
Greeley, CO 80639

Electronic transcripts from U.S. institutions should be sent directly from the educational institution to:
grad.applicationmaterials@unco.edu.

The Graduate School and International Admissions does not accept email, scanned, or PDF transcripts directly from applicants. All official transcripts, submitted as part of the application process, are retained by UNC and not returned to applicants or admitted students.

Double Major

Only one degree will be awarded (e.g., M.A., M.A.cc., M.A.T., M.B.A., M.B.S., M.M., M.P.H., M.S., P.S.M.) and reflected on the transcript, but both majors will be noted. The student must specify, prior to graduation, which degree is to be used for degree granting purposes. Students pursuing double majors must meet all requirements and must apply for, take, and pass the comprehensive examination or approved equivalent in each major. No degree will be awarded until all requirements for both majors are complete.

If a student is interested in obtaining two master's degrees, they must complete the first degree program before applying to the other. Students may be advised by the program or Graduate Dean that it is to their advantage to seek a higher degree (specialist or doctorate) upon completion of a master's degree rather than obtaining two master's degrees. Additional consultation from the student's program advisor or the Graduate School regarding a decision to declare a double major or to seek two master's degrees is strongly recommended.

Accelerated Masters or 4 + 1 Degree Program

All 4+1 programs require students to submit an application for admission to the accelerated master's program when they have:

- junior or senior standing,
- 3.0 cumulative undergraduate GPA and,
- have been officially accepted into a UNC graduate program for a term after their bachelor's degree has been awarded.

Upon admission to the graduate program, the undergraduate student works with a graduate advisor to identify up to nine (9) credit hours at the 500 level in the graduate program to which the student was admitted. The student must:

- Complete and submit the Petition to Count Work Toward the Next Higher Degree form to the Graduate School prior to completion of the undergraduate degree. No exceptions or appeals.
- Students must satisfy all requirements for both degrees.
- The 500-level courses, designated for shared credit (UG and Grad) within accelerated master's degree, apply only to the accelerated master's degree, do not automatically transfer to another UNC graduate degree, and are approved for internal transfer by Graduate School.
- The aforementioned Petition confirms the nine (9) 500 level graduate credits count towards the student's undergraduate and master's degree.
- No more than 9 credits may be completed while the student is an undergraduate,
- The credits identified on the Petition are at undergraduate tuition rates. Graduate tuition rates apply to the remaining program credits.
- Students are eligible for graduate scholarships or assistantships and may enroll in 600 level courses once they hold graduate student status.

Specialist Degrees, Specific Requirements

Specialist in Education degrees (Ed.S.) are awarded for concentrated study and investigation beyond the master's degree. Programs are designed on an individual basis and are sharply focused on a particular academic goal.

A student entering a specialist degree program who possesses a master's degree must earn a minimum of 30 semester hours of graduate credit. A student entering a specialist degree program who possesses only a baccalaureate degree must earn a minimum of 60 semester hours of graduate credit. Schools or programs may have requirements that exceed the minimum standards established by the university.

Specialist Admission

Specialist degree program applicants must possess a baccalaureate degree from a regionally accredited college or university and have a grade point average of 3.00 or better, on a 4.00 point scale, from the most recent degree earned or current degree in progress. If a master's degree is in progress, a minimum of 18 credit hours must be completed for the GPA of the master's degree to be used, otherwise the GPA from the bachelor's degree will be used. Applicants admitted based on the requirement to complete a degree in progress must still provide an official transcript within the first semester of enrollment at UNC showing their degree conferred and a GPA of at least 3.0. If the transcript showing degree conferred reports a cumulative GPA less than 3.0, requirements defined by the

program will be added to the student's admission, just as they are for any admit with a GPA below 3.0.

Specialist degree applicants must take the following steps to be considered for admissions:

1. Complete the online applications and pay the non-refundable application fee.
2. Request one official transcript from any accredited college or university where a bachelor's degree or higher was earned or is in progress (if you have earned multiple degrees, bachelor's level or higher, an official transcript is required from each college or university where a degree was conferred). If you received a degree from UNC, you do not need to request a transcript from UNC. The Graduate School & International Admissions Office reserves the right to request that applicants provide official transcripts from other colleges or universities as needed. Applicants who have earned or are directly pursuing a higher degree from an accredited institution without receiving a bachelor's degree (e.g., PharmD) may be eligible to apply to the Graduate School without the conferral of a bachelor's degree. If an applicant intends to use Veteran's Education Benefits, an official transcript from all colleges or universities attended will be required in order to maintain compliance with Veteran's Affairs policies.
3. Official transcripts from U.S. institutions should be sent via mail directly from the educational institution in an unopened, sealed envelope or through an electronically secure digital program from the issuing institution.

Mailed transcripts should be sent to:

Graduate School and International Admissions
University of Northern Colorado
Campus Box 135
501 20th Street
Greeley, CO 80639

Electronic transcripts from U.S. institutions should be sent directly from the educational institution to:
grad.applicationmaterials@unco.edu.

The Graduate School and International Admissions does not accept email, scanned, or PDF transcripts directly from applicants. All official transcripts, submitted as part of the application process, are retained by UNC and not returned to applicants or admitted students.
4. Your program may require other items such as letters of recommendations, GRE scores. Please check www.unco.edu/graduate-school/degrees-and-programs/ for specific program requirements.

Doctoral Degrees, Specific Requirements

Doctor of Audiology (Au.D.) degrees are awarded for completion of the professional practitioner program designed for entry level activity as an audiologist. Audiologists are professional practitioners responsible for the prevention, diagnosis, treatment and management of hearing disorders in children and adults.

Doctor of Arts (D.A.) degrees are awarded for completion of content-oriented programs to prepare the candidate for a career in college or university teaching. The student is expected to specialize in a specific field of study but is not expected to specialize in a single facet of the chosen field. General components of the program include coursework in the major area, supervised practica in college teaching, and individual studies in effective teaching. Students are offered considerable flexibility in program development. While the degree is not research-oriented, the recipient will demonstrate research competence by preparing a dissertation designed to support college/university teaching. A wide range of topics is permitted for this document, and the study may develop a presentation that is unique to the discipline.

Doctor of Education (Ed.D.) degrees are awarded for completion of professional or practitioner programs designed to prepare candidates for positions of leadership in all fields including elementary and secondary education, higher education, business, industry, government, and the military. These doctoral programs prepare graduates for service in instructional, supervisory, and administrative capacities.

Doctor of Philosophy (Ph.D.) degrees are awarded for completion of the research degree granted to students who demonstrate 1) mastery of definite fields of knowledge to the extent they are familiar both with what has been done in their specific field and with the potentialities and opportunities for further advances, 2) a scholarly investigation or creative work in their specific field, and 3) the ability to integrate their specific field or specialization with the larger domains of knowledge and understanding.

Doctor of Nursing Practice (D.N.P.) degrees are awarded for completion of the expert clinicians programs designed to prepare candidates for advanced practice roles in healthcare. This doctoral program prepares graduates for practice in virtually any area within the healthcare industry. These highly skilled practitioners will be the leaders in healthcare delivery and care management.

Post-Doctoral Programs of research and advanced study are available in selected areas to persons holding the Doctor of Arts, Doctor of Education, or Doctor of Philosophy degree. Work at the post-doctoral level may be taken in areas such as educational leadership and policy studies, educational technology, educational psychology,

counseling psychology, elementary education, special education, applied statistics, and other disciplines.

The specific research project or program of study is planned by the post-doctoral student in conference with a faculty committee appointed to advise the student throughout the program and to assess the student's progress at the end of the program.

Master's En Route to the Doctoral Degree

Students who have been admitted to a doctoral program may complete a master's degree in the same discipline enroute to completion of the doctoral degree if this option has been previously requested by the program and approved as a program modification for this degree program through the curriculum approval process. Students will be required to submit a plan of study for both the Master's and Doctoral degree. Contact the Graduate School for details.

Doctoral Admission

Each applicant for the doctoral degree must:

- Possess a baccalaureate degree and/or master's degree, depending on the program, from a regionally accredited college or university,
- Submit three letters of recommendation confirming that the applicant has the ability to do doctoral work in the proposed discipline(s),
- Have a minimum level of achievement combining GPA and GRE performance,
- Submit GRE scores electronically through Educational Testing Service (ETS) so that testing date is less than five years from the date the application is submitted. UNC's institutional code is 4074.

Doctoral applicants meet the Graduate School minimum criteria for admission if they have:

1. Have a grade point average of 3.00 or better, on a 4.00 point scale, from the most recent degree earned or current degree in progress. If a master's degree is in progress, a minimum of 18 credit hours must be completed for the GPA of the master's degree to be used, otherwise the GPA from the bachelor's degree will be used. Applicants admitted based on the requirement to complete a degree in progress must still provide an official transcript within the first semester of enrollment at UNC showing their degree conferred and a GPA of at least 3.0. If the transcript showing degree conferred reports a cumulative GPA less than 3.0, requirements defined by the program will be added to the student's admission, just as they are for any admit with a GPA below 3.0.

- GRE scores of at least 146 on the verbal, and 140 on the quantitative with a combined score of at least 297 and an analytical writing score of at least 3.5.

Doctoral degree applicants must take the following steps to be considered for admissions:

- Complete the online applications and pay the non-refundable application fee.
- Request one official transcript from any accredited college or university where a bachelor's degree or higher was earned or is in progress (if you have earned multiple degrees, bachelor's level or higher, an official transcript is required from each college or university where a degree was conferred). If you received a degree from UNC, you do not need to request a transcript from UNC. The Graduate School & International Admissions Office reserves the right to request that applicants provide official transcripts from other colleges or universities as needed. Applicants who have earned or are directly pursuing a higher degree from an accredited institution without receiving a bachelor's degree (i.e., PharmD) may be eligible to apply to the Graduate School without the conferral of a bachelor's degree. If an applicant intends to use Veteran's Education Benefits, an official transcript from all colleges or universities attended will be required in order to maintain compliance with Veteran's Affairs policies.

Official transcripts from U.S. institutions should be sent via mail directly from the educational institution in an unopened, sealed envelope or through an electronically secure digital program from the issuing institution.

Mailed transcripts should be sent to:

Graduate School and International Admissions
University of Northern Colorado
Campus Box 135
501 20th Street
Greeley, CO 80639

Electronic transcripts from U.S. institutions should be sent directly from the educational institution to:
grad.applicationmaterials@unco.edu.

The Graduate School and International Admissions does not accept email, scanned, or PDF transcripts directly from applicants. All official transcripts, submitted as part of the application process, are retained by UNC and not returned to applicants or admitted students.

- Your program may require other items such as letters of recommendations, or GRE scores. Please www.unco.edu/graduate-school/degrees-and-programs/ check for specific program requirements.

The doctoral programs at UNC do not utilize quantitative rating systems and standard criteria weightings as sole determining factors for decisions concerning the acceptance of doctoral applicants. Quantitative information such as GPA or GRE scores is considered in combination with qualitative information derived from letters of recommendation, applicant goal statements, as well as past academic and professional accomplishments. Because of the specialized nature of doctoral work, it is incumbent on the faculty to utilize their professional judgment in determining to what extent a student is qualified for entry into a particular program. The information requested by each school or department upon which their decision is to be based, gives the faculty the opportunity to thoroughly and carefully evaluate the strengths and potential of each applicant.

Graduate Certificate, Licensure and Endorsement Admission

Each applicant must:

- Possesses a baccalaureate degree from a regionally accredited college or university
- Have a grade point average of 3.00 or better, on a 4.00 point scale, from the most recent degree earned or current degree in progress. If a master's degree is in progress, a minimum of 18 credit hours must be completed for the GPA of the master's degree to be used, otherwise the GPA from the bachelor's degree will be used. Applicants admitted based on the requirement to complete a degree in progress must still provide an official transcript within the first semester of enrollment at UNC showing their degree conferred and a GPA of at least 3.0. If the transcript showing degree conferred reports a cumulative GPA less than 3.0, requirements defined by the program will be added to the student's admission, just as they are for any admit with a GPA below 3.0.

Applicants pursuing a graduate certificate, licensure, or endorsement must take the following steps to be considered for admission:

- Complete the online application and pay the non-refundable application fee.
- Request one official transcript from any accredited college or university where a bachelor's degree or higher was earned or is in progress (if you have earned multiple degrees, bachelor's level or higher, an official transcript is required from each college or university where a degree was conferred). If you received a degree from UNC, you do not need to request a transcript from UNC. The Graduate School & International Admissions Office reserves the right to request that applicants provide official transcripts from other colleges or universities as needed. Applicants

who have earned or are directly pursuing a higher degree from an accredited institution without receiving a bachelor's degree (e.g., PharmD) may be eligible to apply to the Graduate School without the conferral of a bachelor's degree. If an applicant intends to use Veteran's Education Benefits, an official transcript from all colleges or universities attended will be required in order to maintain compliance with Veteran's Affairs policies.

Official transcripts from U.S. institutions should be sent via mail directly from the educational institution in an unopened, sealed envelope or through an electronically secure digital program from the issuing institution.

Mailed transcripts should be sent to:

Graduate School and International Admissions
University of Northern Colorado
Campus Box 135
501 20th Street
Greeley, CO 80639

Electronic transcripts from U.S. institutions should be sent directly from the educational institution to:
grad.applicationmaterials@unco.edu.

The Graduate School and International Admissions does not accept email, scanned, or PDF transcripts directly from applicants. All official transcripts, submitted as part of the application process, are retained by UNC and not returned to applicants or admitted students.

3. Your program may require other items such as letters of recommendation, GRE scores. Please check with the program.

Registration

Audit

When students audit a course, there is no need to complete assignments or exams, but students are expected to attend class. If students don't attend class they may be removed from the roster. If students successfully complete the class, they will be given a grade of "NC" (no credit). **Tuition and fees are charged for audited courses and the course is not eligible for the COF stipend.** To register to audit a course, the student must contact the Office of the Registrar to change their registration status to an audit. Students may not change the status for any course, including audit courses, after the add deadline for a given term. For visiting students, please contact the Office of the Registrar at 970-351-4UNC (4862).

If you are age 65 or older and wish to audit a course, you may do so with **no tuition charge (course fees may apply)**. Registration for an audit may occur beginning the first Monday following the last day of pre-registration for

UNC students. Registration is subject to space availability. If you have any questions or need additional information, please contact the Office of the Registrar at 970-351-4UNC (4862).

Classes for Personal Interest

Non-degree seeking students must submit a non-degree seeking application online. The application can be found at www.unco.edu/registrar/non-degree/. Students cannot have been previously denied admission by the Admissions Office.

Continuous Registration for Graduate Students

Doctoral Students

All doctoral students are required to register continuously from the time they first enroll in their graduate degree program until the semester or term in which they graduate. Doctoral Students must be enrolled for at least 1 credit hour each academic semester (fall and spring) to be in compliance with this policy. Doctoral students not in compliance with the continuous registration policy will automatically be assessed a \$150 continuous registration fee each semester. Payment of the continuous enrollment fee does exempt the student from financial aid obligations or the health insurance requirement.

Doctoral students holding an academic-year graduate assistantship must enroll in a minimum of 3 credit hours (fall and spring); those holding a fiscal-year assistantship must enroll in a minimum 3 credit hours (fall, spring and summer) to be in compliance with the terms of their assistantship agreements and this policy. **Graduate assistants are not eligible for the \$150 continuous registration fee.**

All doctoral students must enroll in at least 1 credit hour during the semester (fall, spring or summer) they take scheduled doctoral examinations (i.e., oral comprehensive examination or dissertation/doctoral scholarly project defense) and/or intend to graduate unless they have already completed all required credits for their degree (including 797 and 799 credits). Doctoral students engaged in the above referenced activities but who have not completed all required credits and have not enrolled in at least 1 credit will automatically be assessed the \$150 continuous registration fee for that semester; these students will not have the results of their examinations recorded and will not be allowed to graduate.

Master's and Specialist Students

All master's and specialist students must register for at least 1 semester hour during the semester they intend to graduate (including the summer term) unless they have already completed all required credits for their degree prior to the semester they intend to graduate. Students who have already completed all required credits will be automatically

assessed the \$150 continuation fee for the semester they intend to graduate.

Master's students holding an academic-year graduate assistantship must enroll in a minimum of 3 credit hours (fall and spring); those holding a fiscal-year assistantship must enroll in a minimum of 3 credit hours (fall, spring and summer) to be in compliance with the terms of their assistantship agreements and this policy. Graduate assistants are not eligible for the \$150 continuous registration fee.

All Graduate Students

Transfer of credit from other institutions will **not** be considered in lieu of continuous registration.

Satisfying the continuous registration requirement and maintaining status as a graduate student will allow students to utilize various University facilities or faculty time. Students should be aware that paying the \$150 continuous registration fee will not meet enrollment requirements for international students or for students receiving financial assistance (including loans, grants, and assistantships). Paying the \$150 continuous registration fee only helps students meet the Graduate School's program continuation policy if they are not otherwise enrolled for credits.

Failure to Continuously Register for Graduate Students

Students who fail to register continuously (i.e., enroll for at least 1 credit fall and spring terms) for one calendar year (three consecutive semesters, fall, spring, summer) will receive a letter of warning from the Graduate School at the beginning of the fourth consecutive semester of non-enrollment. At this time the student will be classified as inactive. Inactive students may be required to re-apply to the Graduate School within the fourth semester of non-enrollment, remit the application fee and be re-accepted by their program and the Graduate Dean if they wish to resume their studies. Acceptance is not guaranteed. Additional coursework and examinations may be required for students who are reactivated.

At the close of four consecutive semesters of non-enrollment the student's file is closed and may not be reactivated. Students who wish to return after four consecutive semesters of non-enrollment must file a new application for consideration with the University. Acceptance is not guaranteed. **Note: paying the \$150 continuous registration fee does not fulfill the requirement to enroll for at least one credit within the one year time frame.**

Leave of Absence (LOA) Policy

A Leave of Absence (LOA) is a temporary pause of graduate study that permits a graduate student in good academic standing to postpone their graduate program for a defined period of time. In the event of circumstances that

interfere with continuation of a degree program, a graduate student may apply for a LOA. If approved, the LOA allows a student to stop the term clock on a degree program and then rejoin the program without reapplying to the university. A student may be granted a LOA for a minimum of one semester and up to one calendar year for reasons, including but not limited to, medical, family, financial, and work. A student may request a LOA a maximum of two times during their graduate program, and the total time of all approved LOAs may not exceed two (2) calendar years.

A graduate student who wishes to request a LOA shall initiate a conversation with their academic and/or research advisor to discuss how the LOA impacts their ability to complete the program (e.g., consequences of being out of sync with graduate cohort; missing required courses taught during their absence; loss of research resources; restricted access to laboratories or campus resources; and loss of assistantship or scholarship funding). If a student decides to request a LOA, they shall complete the electronic LOA Request Form, and affirm their understanding of the potential implications the LOA may have on their program completion. The student shall obtain approval(s) relevant to their program:

- Academic and/or research advisor
- Graduate program coordinator, department chair or school director
- Center for International Education (if the student indicates status as an international student)
- Director of Financial Aid (if the student indicates receiving Title IV funding or student loans)
- Graduate School Assistantships and Scholarships Specialist (if the student indicates holding a graduate/teaching assistantship, Graduate Dean's Scholarship, or other university scholarship award)
- Director of the Office of Sponsored Programs (if the student indicates any funding, including an assistantship, paid through a research grant)
- Graduate Dean (or designee)

After verifying that the student is in good academic standing, and terminating any scholarships or assistantships awarded through the Graduate School for the time of the LOA, the Graduate School shall forward the completed form to the Registrar's Office.

An official LOA begins only after the student receives a copy of the request form with the Graduate Dean's (or designee's) signature confirming final approval.

Application for a LOA must be received by the Graduate School before the last day of classes in the semester for which the LOA is requested. A LOA shall not be granted retroactively after the end of the semester.

An approved LOA stands in lieu of registering for the minimum of one (1) credit hour. It is also in lieu of paying the Continuous Registration fee.

A student on a LOA cannot:

- receive a graduate assistantship, fellowship, scholarship, or financial aid from the university;
- be employed as an hourly student worker;
- enroll in student health insurance;
- enroll in UNC courses;
- take comprehensive exams;
- convene a dissertation or thesis proposal hearing;
- convene a dissertation, thesis, or scholarly project defense; and/or
- graduate.

A student receiving funding or financial aid of any kind should be aware of consequences that non-enrollment may have on aid or loans. For a student receiving federal financial assistance, the U.S. Department of Education regulations require the University to report the student as non-enrolled when they take a LOA for one (1) semester or more. The “withdrawn” or “non-enrolled” status may trigger the beginning of the Federal Stafford Loan grace period and/or the starting of repayment of the Federal Supplemental Loan for Students. Upon returning to UNC, if a loan is requested, new loan applications must be submitted and an in-school deferment form must be filed.

For an international student, a LOA approved by the university does not mean that the student is in compliance with visa and immigration regulations. The student should consult with CIE for more information.

Student Instructions

- Confer with your academic and/or research advisor and relevant offices (e.g., Financial Aid, Graduate School, CIE) regarding the impact of a LOA on your financial, academic, and work-related circumstances.
- Confer with your academic and/or research advisor, or the department chair/ school director about any changes that may affect your program.
- Confer with the Graduate School on the resources that will be available to the student during a LOA.
- If after the above review and consultation, you choose to request a LOA: Complete and sign the electronic LOA Request Form.

Administrative Actions

- Once the LOA Request Form has been submitted by the student, it is sent to the graduate program advisor and department chair/school director for their signatures.

- The Form then goes to the appropriate unit(s) for signature(s) as indicated by the student’s responses (CIE, Financial Aid, Graduate School, etc.).

If the request is approved, a registration hold is placed on the student’s account. The student is not able to register for courses during the LOA period. A reinstatement form must be processed before the registration hold is removed.

Important Notes

- **When to submit the request:** The student should initiate the LOA form as early as possible when dealing with a potential interruption of graduate study. The form must be received before the last day of classes in the semester for which the LOA is requested. **A leave of absence shall not be granted retroactively after the end of the semester.**
- **Cancelling registrations before the drop deadline:** An approved LOA does NOT automatically cancel any current course registration/enrollment. If the student is enrolled for the term(s) included in the approved LOA, they can cancel their registration(s) by the drop deadline and no tuition will be charged.
- **Cancelling registrations after the drop deadline:** If a student asks for an approved LOA after the drop deadline, they must withdraw from any registered courses; otherwise, grades will be posted for those courses. The student will need to file a tuition appeal to petition for elimination of tuition charges. Failure to do so will result in tuition charges for which the student is responsible. See the Registrar’s website for relevant deadlines: www.unco.edu/registrar/registration/add-drop-withdrawal.aspx
- **Financial support:** If a student receives financial aid and/or scholarships from the University, they should contact the office from which support was given (department, graduate assistantship, Financial Aid, faculty member, ORSP managing grant funding, etc.) to determine if a LOA affects the status of the funding.
- **External financial support (from private funding sources):** If a student receives funding from a source outside the University, they should contact the source to determine if a LOA affects the status of the funding.
- **International student:** The student must contact CIE to determine if the LOA affects their visa or immigration status.
- **Dual program student:** If a student is enrolled in a dual program, they must request a LOA from each program, and prior to their return, must request reinstatement from each program/department/school.
- **Reinstatement after LOA:** If a student obtains an approved LOA, they are eligible for reinstatement provided that they:

- discuss reinstatement and progress in their degree program with their, academic and/or research advisor, or department chair/school director;
- apply for reinstatement by completing the Reinstatement Application Form;
- apply for reinstatement to the same major and degree; and
- do not request to be reinstated in the same semester covered by the approved LOA.
- **Missed reinstatement deadline:** If a student does not apply for reinstatement by their LOA end date, then:
 - the student will be notified by the Graduate School that their LOA has ended;
 - the student will be charged the Continuous Registration fee each semester for up to three semesters (including summer) of non-enrollment;
 - the student's term clock will restart; and
 - after three (3) semesters of non-enrollment, the student's program becomes inactive and the student must reapply for admission to the degree program.
- **LOA limitations:** A student may apply for the LOA twice during the same degree program. The total time of all approved LOAs may not exceed two academic years.
- **Notification:** The student, and all who signed the LOA Request Form, are notified of the final decision by email.
- **Registration hold:** A registration hold is placed on the student's account for the approved LOA period. The student may not register for courses until they have applied, and been approved for, reinstatement.

Directed Study and Non-Scheduled Courses

Directed Study Course

Directed Study courses are available in most disciplines. These are identified within this publication by course number 622. The Directed Study course provides a vehicle to allow a qualified student to receive University credit for an individualized investigation under the direct supervision of a UNC faculty member. For more information, refer to the UNC Catalog or contact the Office of the Registrar, (970) 351-4862.

Because Directed Study courses with the number 622 are at the graduate level, the faculty member providing the supervision must be approved to teach graduate-level courses. No faculty member will be authorized to supervise a Directed Study during a semester that they are not actually employed on-campus at UNC.

The investigation must be on a specific topic that is not duplicated by an existing course within the University's curriculum. The nature of the study must involve intensive

use of relevant literature, materials, or techniques, and the study report must reflect a synthesis of the information or techniques acquired. The following policies apply for registration in Directed Study courses:

1. An individual Directed Study course may be for no more than 4 semester hours of credit per academic semester. Students enrolled in more than one Directed Study course may take no more than six credits in any semester. A study may be further limited to the maximum number of credits listed in this catalog.
2. The student should apply through the program in which they are doing the study.
3. Permission to engage in a Directed Study for credit must be approved by the faculty member supervising the study, and the school director/department chair of the major program. The Directed Study form must be submitted to the Office of the Registrar at the time of enrollment. A rationale for course credit form should be completed and filed in the academic program office. Forms are available only through the school/department in which the study is supervised.
4. A maximum of nine semester hours, individually or in combination, of courses numbered 508, 513 or 622 may be counted toward a graduate degree.

Separate policies exist for distribution of critiqued and graded copies of a completed Directed Study, based on whether the study was completed at the graduate or undergraduate level. A student should consult with either the Graduate School or the dean of the college in which the Directed Study is to be undertaken for the appropriate policy.

Students receiving graduate credit for a 622-numbered course must submit two copies of a final report to the supervising faculty member. While the final report may be in the nature of a scholarly research paper, it may also take the form of a report or a summary of activities undertaken. The format and writing style of the final report must be in keeping with the style manual used by the discipline concerned. It is the student's responsibility to acquire the appropriate style manual for reference. The faculty member must submit one copy of the final report to the appropriate office with the final grade assignment.

Non-Scheduled Courses

Courses that were approved through the institutional curriculum approval process and reside in the academic catalog may be offered as non-scheduled courses.

Non-scheduled courses are offered in one of the following situations, either the course is not being offered during a particular term and the student needs the course to graduate or the course is offered at a time the student cannot attend and the student needs the course to graduate.

Permission to register for a non-scheduled course(s) must be approved by the faculty member and the school director/department chair of the major program. A Non-Scheduled Course form for each course must be submitted to the Office of the Registrar by the appropriate semester add deadlines.

Orientation

An orientation for new graduate students is held prior to fall semester and provides information about important services, issues, and policies for graduate students. For information about the orientation, please call the Graduate School and International Admissions Office at (970)351-2831, after July 1st.

Registration Appeals

You may find yourself in need of filing a registration appeal in the following cases:

- You need to drop or withdraw from a course after the deadline.
- You're requesting an adjustment to the tuition and fees charged to you despite your withdrawal from a course.

Appeal Process and Submission

- Complete the Registration Appeal form and submit all required documentation. Failure to submit documentation may result in your appeal being denied. The documentation should include the description of the circumstances and reasons for the appeal.
 - Attachment of documentation is required for form submission. If you are only submitting a personal statement, type in the *Personal Statement* section type "See Attached" and attach your personal statement (Word or PDF).
- If you received financial aid, indicate that on the appeal form so it is routed to financial aid for approval.
- Submit the form. Since the form is an electronic form, you will receive notification that the form has been submitted to the Office of the Registrar. Once a decision has been made, you will receive an email letting you know that decision.

Course Drop/Withdrawal Appeal During Current Semester

The course drop and withdrawal deadlines are strictly enforced. Any request for an exception to these deadlines must be submitted using the Registration Appeal Form. This appeal applies only to current semester registrations and must be filed in the Office of the Registrar prior to the end of the current semester.

- Course drop/withdrawal appeals will only be considered when there were extenuating circumstances beyond the student's control that kept the student from

adhering to the normal deadlines. These extenuating circumstances could include medical conditions, death or illness in the family, unanticipated financial problems or University errors.

- Factors not accepted for a course drop/withdrawal appeal include, but are not limited to, such things as poor academic performance in a class, time management related situations or lack of adherence to/awareness of University policy and deadlines.
- If the student received financial aid, the student must indicate so on the form in order to have the appeal form routed to Financial Aid prior to submitting to the Office of the Registrar. Please visit www.unco.edu/financial-aid/applying-for-aid/current-student.aspx for more information.
- Submission of the student's request does not guarantee any type of refund.
- All petitions must be in writing and signed by the student, legal guardian, power of attorney, or executor (in case of death). Documentation may be required if the petition is from someone other than the student.
- The student should include a written statement describing the circumstances and reasons for the appeal and any required documentation.

Non-Attendee Retroactive Withdrawal Appeal

A non-attendee retroactive withdrawal appeal is permitted if the student registered for courses at UNC, never attended the institution, and did not notify the institution to be removed from courses.

The Registrar will determine, in consultation with faculty members, the Dean of Students and others as appropriate, if the retroactive withdrawal should be granted. If the student's appeal is submitted more than 90 days after the end of the course(s), University Leadership approval will be required in addition to the Registrar.

If granted, the courses will remain on the student's transcript with a grade of "UW", which does not impact the student's GPA, and tuition and fees will be adjusted if applicable. Certain charges related to the student's registration such as student insurance, fines, permits and/or emergency cash advances will be charged at 100%.

If the appeal is denied, the student will be charged 100% of tuition and fees, as well as certain charges related to the student's registration such as student insurance, fines, permits, and/or emergency cash advances.

All petitions must be in writing and signed by the student, legal guardian, power of attorney, or executor (in case of death). Documentation may be required if the petition is from someone other than the student.

The student should include a written statement describing the circumstances and reasons for the appeal and any required documentation.

Retroactive Withdrawal Appeal

A retroactive withdrawal appeal may be necessary when a student experienced extenuating circumstances, or an incident of such trauma and major proportions, that a student could not have reasonably been expected to possess the normal capabilities necessary to complete the academic period satisfactorily or complete a University withdrawal.

If granted, the courses will remain on the student's transcript with a grade of "W", which does not impact the student's GPA, and tuition and fees will be adjusted if applicable. Certain charges related to the student's registration such as student insurance, fines, permits and/or emergency cash advances will be charged at 100%.

If the appeal is denied, the student will be charged 100% of tuition and fees, as well as certain charges related to the student's registration such as student insurance, fines, permits, and/or emergency cash advances.

Factors not accepted for a retroactive withdrawal appeal could include, but are not limited to, such things as poor academic performance in a class, time management related situations, or lack of adherence to/awareness of University policy or deadlines. Partial course withdrawals will not be considered, only complete schedule withdrawals.

The Registrar will determine, in consultation with faculty members, the Dean of Students and others as appropriate, if the retroactive withdrawal should be granted. If an appeal is submitted more than 90 days after the end of the course(s), University Leadership approval will be required in addition to the Registrar.

All petitions must be in writing and signed by the student, legal guardian, power of attorney, or executor (in case of death). Documentation may be required if the petition is from someone other than the student.

A student should include a written statement describing the circumstances and reasons for the appeal and any required documentation.

Tuition Appeal

A tuition appeal is necessary when a student is requesting an adjustment to the tuition and fees that were charged as a result of a complete University withdrawal.

- Tuition appeals will only be considered when there were extenuating circumstances that were beyond the student's control that necessitated a University withdrawal. These circumstances could include medical conditions, death or illness in the family, unanticipated financial problems, or university errors.

- Factors not accepted for a tuition appeal include, but are not limited to, such things as poor academic performance in a class, time management related situations, or lack of adherence to/awareness of University policy or deadlines.
- All petitions must be in writing and signed by the student, legal guardian, power of attorney, or executor (in case of death). Documentation may be required if the petition is from someone other than the student.
- The student should include a written statement describing the circumstances and reasons for the appeal and any required documentation.
- Upon receipt of the tuition appeal, an appeals committee will convene to determine whether or not to approve the request. A member of the appeals committee will contact the student via the student's BearMail with the decision. The committee's decision is final.

Registration Procedures

A student must be registered to attend class. The Schedule of Classes can be found by accessing Ursa "Look Up Classes" or www.unco.edu/sched.

Registration is continuous. Current students are assigned times during the last part of the academic semester when they may register for courses offered in the following semester. Registration consists of the following processes:

- Check Registration Status on the Student Tab/Registration Tools in Ursa
- Payment of student account

Returning UNC Students

Students who have not attended UNC within the last 12 months will need to update their student information before they can register. Returning students must submit a Returning Student Application. www.unco.edu/registrar/alumni-former-students/return-to-unc.aspx

Schedule Changes (Adds/Drops)

Course Add

Schedule changes may be handled through Web Registration at www.unco.edu/registrar/registration/ or at the Office of the Registrar.

Course add, drop and withdrawal deadlines are based upon the respective course part-of-term. Students may add courses using Ursa through the 5th day of the semester for full semester courses. After the 5th day of the semester all adds require the signature of the instructor and must be processed at the Office of the Registrar on or before the drop deadline to be considered. For short and special part-

of-terms courses, please refer to the Special Term/Short Course Report for deadlines.

- Days 6-10: Students may access the Course Late Add (Day 6-10) form on the Office of the Registrar website and email it to registrar@unco.edu or submit it to the Office of the Registrar. The add request form will only be available on the Office of the Registrar website during days 6-10. The request form may only be used for full semester courses.
- Only in unusual circumstances can a student add a course(s) after the respective add deadline. Students must complete a Petition to Late Add a Course form and either fax or submit it to the Office of the Registrar.

A course late add will only be approved when there were extenuating circumstances beyond the student's control that kept the student from adhering to the published deadline. Student lack of knowledge of the published deadlines does not warrant an appeal.

In order to submit an appeal:

- Student must have been attending on or before the drop deadline to be considered.
- Student must include a written statement describing the circumstances that kept the student from adhering to the deadline. Petitions submitted without a reason will be denied.
- All required signatures must be obtained.
- If the student has financial aid, the student is responsible to contact financial aid to understand how this will affect their aid.

In order to use the COF stipend, students must be registered for a course before the course census date (add deadline). There may, however, be legitimate administrative reasons that may allow COF eligibility. UNC will adhere to the Colorado Department of Higher Education College Opportunity Fund guidelines.

Course Drop

Students may drop courses using Ursa through the 10th day of the semester for full semester courses. Tuition and fees are adjusted if applicable. Course add, drop and withdrawal deadlines are based upon the respective course part-of-term. For short and special part-of-terms courses, please refer to the Special Term/Short Course Report for deadlines or on the Student Tab in Ursa by clicking on the "Your Course Drop/Withdrawal Deadlines" link.

The number of credits for which a student is registered at the time of the add/drop deadline determines tuition and fee charges. Drops differ from withdrawals since drops are not recorded on the student's transcript and withdrawals are recorded on the transcript (see Withdrawal from Course(s)).

Summer Account Balances

Students who do not pay past due summer balances will be dropped from the subsequent Fall semester course schedule. Students will be notified via BearMail when courses will be dropped. If a student's courses are dropped and the past due summer balance is subsequently paid, the student is responsible for registering for courses that were dropped on a space available basis.

Two-Class-Hour Drop Option

A faculty member may drop a student from a class during the drop period if the student has not attended the first two-50 minute sessions. The student must notify the instructor if they cannot attend during this time. Not all instructors will exercise this option; thus, a student cannot expect that the failure to attend the class will automatically cause them to be dropped. Consequently, the student must follow the procedures listed on the Office of the Registrar website: www.unco.edu/registrar/.

UNC and AIMS Community College Cooperative Registration Agreement

Graduate or undergraduate students enrolled full-time at UNC or Aims Community College are eligible to take one undergraduate class (maximum 5 credits) at the other school during the corresponding term without additional tuition charges. Interim Winter Session is not included.

The free course at the host school must not be offered at your home school during that same term you are taking the class.

Please refer to the Transferology Site to determine which courses will transfer between Aims and UNC. Remember:

- Students must meet prerequisite requirements and must pay any course fees other than tuition.
- Continuing Education courses do not count in the 12 credit full-time requirement.
- Continuing Education courses cannot be taken as the free class.
- Aims students register for UNC courses through their URSA portal. Students will be allowed to register the Monday following the last day of pre-registration for UNC students. A UNC/Aims Cooperative Agreement needs to be completed and submitted to the Office of the Registrar to notify the office of the intent to participate in the agreement.
- UNC students register for Aims course via normal procedures outlined in the Aims Schedule of Classes; however, in place of payment, the UNC student completes a certifying form at the Aims Cashier's Office.

- At the end of the term, students found to be ineligible will be billed for and must pay tuition charges to the host school.
- Once the course has been completed, please have an official transcript sent to your home institution in order to receive transfer credit.

Unclassified Graduate and Visiting Students

Undergraduate students admitted to another university may take classes at UNC to transfer back to their respective home institution. Unclassified graduate status refers to a student who has at least a Bachelor's degree and has either applied to the Graduate School or wanting to take classes but not pursue a degree. To register for either status, students must submit a non-degree seeking application online. The application can be found at www.unco.edu/registrar/non-degree/

Withdrawal from Course(s)

A student is a member of each course for which they register. Students are responsible for confirming their schedule online through the Student Tab in Ursa. Students may withdraw from individual courses in person or online through the Student Tab in Ursa. Students may request a complete schedule withdrawal from the Office of the Registrar. Withdrawal deadlines are published on the Office of the Registrar website or through the Student Tab in Ursa by clicking on the "Your Course Drop/Withdrawal Deadlines" link. A student will be charged 100% tuition for each course from which they have withdrawn.

Full Semester Courses

The first date to withdraw from individual courses is the first class-day immediately after the drop deadline for full semester courses. The last date to withdraw from individual courses or request a complete schedule withdrawal from the Office of the Registrar is the Friday prior to Final Exam week. Respective full semester course withdrawal deadlines are published on the Office of the Registrar website.

Special Term/Short Courses

Special Term/Short Course withdrawal deadlines are published on the Special Term/Short Course Report.

Transcript Notation for Withdrawn Courses

A "W" appears on the transcript for each course from which a student withdraws.

Withdrawal from Program

A student who has been admitted to a Graduate program and decides not to attend or who attends and decides to leave the program must:

- Notify the Graduate School in writing in order to have their file closed.
- Notify the Office of the Registrar to initiate the withdrawal process and drop any registration for subsequent semesters.

Student Resources

Financial Aid

The Office of Financial Aid (OFA) administers and distributes aid in the form of grants, scholarships, employment and loans to help students (families) meet college costs (tuition, fees, books, room, board and transportation). For more information, visit the financial aid office web page at www.unco.edu/financial-aid/. The OFA administers federal, state, institutional and private sources of aid.

Applying for Financial Aid

Most UNC financial aid at the graduate level consists of Federal loans, institutional Graduate Assistants, Teaching Assistants, Graduate Research Assistants with limited scholarships and state graduate grant funding. To qualify for Federal loans, students should complete the FAFSA form online at <https://studentaid.gov/h/apply-for-aid/fafsa>. With completion of the FAFSA, the university will consider a student to have applied for all federal and state aid programs. The FAFSA should be completed by June 1 priority deadline each year to maximize the amount of aid a student can receive. UNC scholarships can require both need and merit evaluation (see Apply for Scholarships for information on applying). FAFSA or UNC Scholarship applications processed after June 1 are considered late, and the applicant will have limited funding opportunities.

Apply for Scholarships

Students must be admitted to UNC and complete the UNC Scholarship Application by June 1 to be considered for most scholarships. Even though eligibility for some UNC scholarships is based on information obtained from the admission application, students are strongly encouraged to complete the UNC Scholarship Application each year before the June 1 deadline. The application can be filled out online through Ursa. A listing of all scholarships available through UNC is located at www.unco.edu/financial-aid/.

Comprehensive lists of local and national scholarships are available through web searches. Students are encouraged to use a free and reputable search site for scholarship listings on the internet. Research your choices and use caution. Contact the financial aid office if you have concerns.

Scholarship funds do not have to be repaid and as stated earlier, are awarded on the basis of academics, talent and/or performance. Other criteria often exist for an individual scholarship and are set by the donor.

Award

Financial aid is awarded based on need and may include a package of grants, scholarships, employment and loans. Most financial aid is available in limited amounts to help students finance school expenses. However, while college costs continue to rise, federal and state aid does not rise at the same rate. Consequently, families must increasingly rely upon their own funds to pay for school. Students are expected to arrive on campus with funding for books, tuition, fees, housing, and utility deposits as well as other expenses associated with the beginning of the year. Financial aid funds are usually available at the beginning of each semester as a credit to charges on the student's bill. A refund will be deposited in the student's checking account if the aid exceeds all institutional charges. Financial aid awards are typically offered for an academic year (fall/spring).

Summer session financial aid may be available. Please consult the OFA website in March of each year to determine appropriate steps to take. A FAFSA is required for each academic year. The student's academic progress, as well as financial need, determine the continuance of funding.

Grant Funds

Grant funds are awarded based on financial need. The core grant fund available at UNC is the Colorado Graduate Grant. This grant is funded by the Colorado General Assembly. Eligibility for this grant is based upon Colorado residency and demonstrated need (FAFSA) for specific programs. Program eligibility is determined by the State of Colorado. Grant funds do not require repayment unless a student fails to complete the term of enrollment.

Graduate Assistants, Teaching Assistants, Graduate Research Assistants

Graduate assistantships are available through individual academic and administrative departments after a student has been admitted to a graduate degree program at UNC. Awards are comprised of a monthly stipend and/or a tuition waiver, based proportionally in exchange for a work assignment. These tax qualifying awards are disseminated according to individual program budgets. For more information, students should contact their program.

Graduate Assistantship Policies

Graduate teaching assistants may not provide instruction to other graduate students without the faculty member of record present. Students appointed as graduate part-time instructors may teach undergraduate students as instructors of record. Students holding GTA-B appointments may support graduate faculty in graduate classes but are not to be solely responsible for class instruction or grading. Students classified as GTA-A, Graduate Part-time Instructor of Record and GTA-B must attend the

mandatory Graduate Teaching Assistant Conference each fall or forfeit a portion of the stipend.

All GTAs new to UNC must attend the New Graduate Student Orientation scheduled prior to the start of classes unless they are in an exclusively online program. Online students are to review the New Graduate Student Interactive Orientation: <https://indd.adobe.com/view/31d49483-34d0-4608-9741-5eed05c0a12>.

Students' tuition and partial fee waivers are posted to billing accounts at the beginning of each term after the add/drop deadlines. Students who add or drop credits after the initial posting of the assistantship waivers will see an adjustment to their account after add/drop (e.g., additional charges when credits exceed those covered by the agreement; refunds when previous credits are reduced if such credits were covered by the agreement).

Students on academic year (AY) agreements (mid-August to mid-May or 34 weeks) work 17 weeks in each of the fall and spring terms. The student must report no later than the week prior to the start of the term (fall and spring). Students confirm the start date with the department/unit. Students on AY agreements work during non-university holidays (Presidents', Columbus and Veterans days). With a fiscal year (FY) agreement (July 1–June 30), the student's schedule follows the UNC calendar, including working during spring, fall and winter breaks. Students on AY and FY agreements are permitted one week of vacation, usually taken during winter break or spring break, or, for FY contracts, during the summer. This should be negotiated with the supervisor. With the consent of their supervisors, students working over winter break or spring break may work on campus or from home.

Terms and Conditions of the Assistantship Agreement

Tuition and partial fee waivers associated with a graduate assistantship are considered student financial resources, and an adjustment may be necessary in other financial aid received from the university through the Office of Financial Aid, the Graduate School, or your program (i.e., total loan amount awarded may be reduced).

Stipend is deemed taxable compensation. Any tuition remission shall be in the form of financial aid, provided independently of the stipend as qualified tuition reduction given for educational purposes, and shall not be deemed taxable compensation pursuant to section 117 of the Internal Revenue Code of 1986. You can view your tuition information at www.unco.edu/acctservices/bursar/eBills/.

The student agrees to not accept any additional offers for the academic year covered by the agreement such as:

- Assistantships from any other graduate programs or administrative units unless the director/chair/supervisor of the initial appointing unit is notified of such an offer and the student has received a written release from the director/chair/supervisor.

- If a student is permitted to accept a second assistantship appointment, the combination of the two appointments must not exceed a total of 20 hours per week.
- A student holding a full-time graduate assistantship in any form may not engage in other positions for stipend at the university. A student holding a half-time graduate assistantship in any form may secure other positions for salary at the university not to exceed 30 hours.

The assistantship is conditional upon:

- Admission to the Graduate School and a graduate degree program at UNC.
- Maintenance of good academic standing at UNC (at least a **3.0 cumulative grade point average**) each semester. The student may not be on academic probation and must attend class on a regular basis throughout the semester. Should a student's GPA fall below the 3.0 standard at the close of the term, the assistantship for the following semester will be reassigned to another student to allow the former graduate assistant to improve their GPA.
- Continuous enrollment in credits related to the degree program — between 3 and 10 graduate credit hours during each fall and spring semester — while the agreement is in effect.
- Fiscal year agreements pay up to 6 credit hours in the summer term. **Students must be registered on the first day of classes, or their stipend and tuition will not pay until they are registered.** Exceptions to this requirement must be approved in writing by the college dean or assistant vice president of the appointing unit and the dean of the Graduate School.
- Students who enroll in only dissertation credits (799) will be allowed to hold an assistantship for a maximum of two consecutive semesters provided that they enroll in a minimum of 6 credit hours of 799 each semester. Students are ineligible for any assistantship when they have three consecutive semesters in which they have enrolled only in dissertation credits.
- Student completion of all duties assigned by the appointing unit(s) in a satisfactory manner and within compliance of the UNC Code of Conduct.

The stipend is not a scholarship award, but rather compensation for the performance of services. Failure to perform the assigned services, withdrawal from the university, or failure to meet the above described conditions may be grounds for termination of the agreement, which shall terminate the stipend payable under the agreement. Such termination also shall result in forfeiture of further tuition remission, and may result in repayment requirements, as noted in the university policy on withdrawal/cancellation of charges. If payments of stipend or tuition are accepted after the date of termination, the student is responsible for repayment.

Student Employment

UNC offers several employment opportunities for graduate students. Federal work study programs can provide on- and off-campus jobs to graduate students demonstrating financial need. Students must contact the Office of Student Employment to evaluate consideration for this type of assistance. Students who do not qualify for work study programs can find part-time hourly positions both at the university and off campus. Aid received as part of a work program does not need to be repaid.

Educational Loans

UNC participates in the following programs: Federal Direct Unsubsidized Stafford Loans, Federal Direct Graduate PLUS Loan. Eligibility for all loans is determined by completion of FAFSA. Federal Unsubsidized Stafford and PLUS loans are not based on need. PLUS loans require approved credit by the U.S. Department of Education. Loan funds plus applicable interest must be repaid, usually after graduation. Each loan should be evaluated carefully and the terms and conditions regarding interest and repayment understood. Some loans have cancellation and deferment provisions. After being awarded a loan, a student must accept the loan on Ursa. Students will need to complete a master promissory note, counseling on the Federal Direct Loan website.

Satisfactory Academic Progress Standards

Under federal regulations, The Office of Financial Aid is responsible for establishing and monitoring minimum acceptable progress for the continuation of financial aid. The standard of satisfactory progress must include a student's total academic history at UNC, plus transfer credits. To be eligible to receive financial aid, the student must be making satisfactory progress toward a degree program, regardless of whether they have previously received financial assistance. For a more detailed explanation of these policies, the Standards of Satisfactory Academic Progress is available in the financial aid office and on the OFA website.

Refund and Repayment

Tuition adjustments resulting from a complete withdrawal (official or unofficial) from the university may affect the financial aid the student receives. Any student withdrawing from the university who has received aid for that semester may be required to repay the financial aid. For a more detailed explanation of these policies, refer to "Return of Title IV Fund Policy" at www.unco.edu/financial-aid/. Credit balances generally are returned to financial aid accounts. Students can refer to www.unco.edu/acctservices/bursar/accrec.htm for more explanation.

Rates

All rates quoted in this Catalog are approved by the Board of Trustees and are subject to change.

Updated information about tuition and fees will be available from Accounts Receivable after June 30 of each year.

**For current tuition and pricing, visit www.unco.edu/costs.*

Undergraduate Student Definitions

A student is considered to pay undergraduate tuition rates if they have not previously earned a baccalaureate degree.

Student Fees

General University, student and health service fees are committed to support essential student activities and programs, the health service record requirements and the Student Representative Council. Every student must pay these fees each semester, whether or not they make use of the privileges and activities underwritten by the fees.

For current tuition and pricing, visit www.unco.edu/costs.

Other Fees

In addition to general tuition and fees, and room and board rates for students who choose to purchase those services, a number of other fees have been established by the Board of Trustees. Such fees assessed for employment opportunity assistance services, transcripts, etc., refer to www.unco.edu/costs. for more information.

Payment

By applying for admission, registering for classes or allowing charges to be added to their account, the student represents to UNC that they have the intention and ability to pay and they promise to pay for all charges placed on their account as well as any service charges or collection fees, if any, that may be due.

The University of Northern Colorado uses a secure electronic billing (e-billing) system. The student will receive notification of an available electronic bill (e-bill) via an e-mail sent to their university-assigned e-mail (BearMail) address. E-bill notifications will be sent only to the student unless the student has added an authorized user to their student account and the authorized user has submitted a valid e-mail address for receipt of e-bill notifications. Payment is due on or before the **Payment Due Date** shown on the electronic bill. Failure by a student or an authorized user to check e-bill availability will not constitute valid grounds for waiving late-payment penalties or registration, grade, diploma or transcript holds.

Payments from Financial Aid will be automatically posted to the student's UNC bill. Any excess funds will be deposited to the student's checking account or a check will be generated for pick up by the student.

A service charge of 1.5% of the unpaid balance will be added to the student's account if payment is not received in the Cashier's Office by the due date. Service charges are figured on the student's account by applying the service

charge rate to the previous balance owed at the billing date minus any credits made to the account during the previous billing cycle. The annual percentage rate (APR) that corresponds to this service charge is 18%.

The University will accept payment on the student's account by cash, check, money order, bank wire, Visa, MasterCard, Discover, American Express, direct payment through financial aid and through the Credit Available for Student Employees at UNC (CASE-UNC). To learn more about the CASE-UNC plan please contact the Office of Student Employment in Carter Hall. Check or cash payments are accepted in person at the Cashier's Office in the Campus Commons. Payments can also be made with MasterCard, Visa, Discover, American Express, check (ACH), or bank wire through the Web. Credit card payments will be charged a 2.85% convenience fee. This fee goes to our bank processor and not to UNC. Visit our website: www.unco.edu/bursar.

The University of Northern Colorado will not register a student, release a diploma, provide a transcript, or supply employment opportunity assistance and other University services to any student or former student who has an outstanding financial obligation to the University other than a loan that is not yet due or on which payments are up-to-date. Also, failure to pay a financial obligation to the University when it is due may result in the student's account being placed with a collection agency and such action reported to a credit bureau. In addition, the student's account may be charged legally allowable collection fees and attorney fees needed to collect or enforce the student's indebtedness.

Registration Cancellation. The last day to drop all advance registered classes, without being assessed a fee, is the last day of the drop period (www.unco.edu/registrar for more information). When applicable, the student will also pay the new enrollment fee and housing deposit.

Fees for Course Withdrawals. The last date to withdraw from individual courses is the Friday prior to Final Exam week for full semester courses. The respective full semester course withdrawal deadline is published on the Office of the Registrar website at www.unco.edu/registrar/calendars. Special/short-semester course withdrawal deadlines are published on the Office of the Registrar website.

Changes in tuition, fees, and other charges can occur during the Add and Drop periods if the individual credit hours change. After the Drop deadline, no changes in tuition and fees will occur.

Students who choose to withdraw from all of their courses must do so by the respective withdrawal date(s) published on the Office of the Registrar website.

NOTE: *100% of non-refundable fees will be assessed. These fees include graduation, health insurance, housing*

damages, ID card replacement, lab equipment not returned, lost athletic equipment, lost library books and fines, parking fines, returned check service charges, unpaid cash advances, etc. Some federally funded aid programs mandate a different withdrawal computation.

All amounts owed to the University are due and payable as of the date of the withdrawal. Only charges for room and board may be pro-rated based on the date of the withdrawal.

If a more complete explanation of the above policies is required or if individual circumstances warrant review, the student should contact the Bursar's Office.

Tuition and Fees: Non-Resident, Resident

Tuition and Fees are calculated on the total cumulative hours that a student is enrolled in each academic term.

Graduate students may estimate the cost of their degree at <https://apps.unco.edu/tuitioncalc/>

Students auditing a course (taking it for no credit) are required to pay the same tuition and fees required when the course is taken for credit.

Tuition and fees for classes taken through Extended Studies may differ from on-campus charges and are subject to the Colorado Commission on Higher Education Extended Studies policies.

**For current tuition and pricing, visit www.unco.edu/costs.*

Tuition Classification: Out-of-State and In-State

Students who are classified as in-state are permitted to enroll at the University at a significantly lower tuition rate because the University is assisted by the taxpayers of Colorado in addition to the student tuition and fees. The determination of a student's tuition status is provided for under State Law Title 23, Article 7, Colorado Revised Statutes 1997 Repl. Vol., 1994 Supplement.

A person who has been domiciled in Colorado for one year or more immediately preceding the start of an academic term may be eligible for in-state tuition classification. A domicile is a person's true, fixed and permanent home and place of habitation. It is the place where the student intends to remain and where they expect to return to when they leave, without intending to establish a new domicile elsewhere. It differs from the notion of residence or mere physical presence within the state. A person may have several places of residence, but may have only one true domicile at a given time.

A person is capable to begin establishment of a Colorado domicile if they are 22 years of age, married or if they have been emancipated. Evidence of emancipation includes the person's ability to meet all financial obligations including the cost of education, along with an affidavit from the student's parents stating their relinquishment of any claim

or right to the care, custody and earnings of the minor. The qualified individual must be 23 years of age by the first day of the semester in which claiming in-state resident classification.

Evidence that a Colorado domicile has been established includes the observance of all mandatory duties imposed on domiciliaries. State requirements concerning auto registration, driver's license and payment of state income tax must be met for the full one-year period.

A student's tuition classification is determined at the time of admission. If at a later date, the student believes the classification is no longer correct, they must petition for a change in tuition classification by the published deadlines.

Petitions can be submitted to the Tuition Classification Officer in the Office of the Registrar no later than two weeks prior to the first day of classes for the given term that the student desires a change in classification. Under exceptional circumstances, petitions may be accepted up to the 1st day of the semester. Tuition classification changes cannot be applied retroactively to previous term(s).

Any student who is denied in-state classification after petitioning may appeal that decision in writing to the Tuition Classification Appeals Committee. The appeal must be submitted to the Tuition Classification Officer no later than 10 days after the denial has been sent to the student. The decision rendered by the Tuition Classification Appeals Committee is the final University determination.

Petitioning for in-state tuition classification requires the student to complete a detailed form available in the Office of the Registrar (Bear Central) or online at www.unco.edu/registrar/residency/residency-process.aspx. This form and other relevant information will be reviewed and a decision rendered in accordance with the state law and authorized procedures.

Honorably discharged veterans, Armed Forces personnel and their dependents should contact the Tuition Classification Officer for information regarding qualification for the lower in-state tuition rate. Military tuition classification can be updated at any time during the current term, but it cannot be applied retroactively to a previous term. The Tuition Classification Officer can be reached in the Office of the Registrar.

Western Regional Graduate Program (WRGP)

The Western Interstate Commission for Higher Education (WICHE) is a group of 16 member states and territories that work collaboratively to expand educational access and excellence for all citizens of the West. The Western Regional Graduate Program is comprised of fourteen western States: Alaska, Arizona, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington and Wyoming, also the Pacific Islands U.S. Territories of American Samoa,

Northern Marianas, Guam, Marshall Islands, and the Federated States of Micronesia and Palau, who have identified specific graduate programs across the west to which residents may attend at resident tuition rates. If you have been a resident of one of the states listed above, and the program you wish to attend is a part of WGRP, you are eligible to participate. For more information, please go to the Graduate School Website www.unco.edu/grad/funding/wrgp.html.

Office of Academic Community Engagement

Website: www.unco.edu/academic-community-engagement/

University of Northern Colorado encourages community engaged teaching and learning that affords students opportunities to apply content and disciplinary knowledge outside the classroom, thus enhancing their learning experience while also impacting our communities. Courses that include community engaged learning (CEL) opportunities are recognized with a CEL designation. Please note this is an emergent process and courses are continually being updated with this designation.

Community Engaged Learning (CEL)

Community engaged learning is defined as learning that integrates academic content into students' engagement with the community in and out of the classroom. Community refers broadly to include public, private, non-profit, educational entities, governmental agencies, businesses, and other organizations external to UNC.

Alumni Relations

The University of Northern Colorado Alumni Association serves UNC alumni and current students in building and accessing the global UNC Bear Network. Membership in the alumni association is automatic upon graduation; there are no membership fees. Current students and alumni are eligible to take advantage of all that membership has to offer including the Bear Network alumni career programs, special events, promotions and discounts exclusively available to UNC alumni. Students are encouraged to connect with the alumni association prior to graduation in order to meet alumni employers and connect with alumni working in industries and companies of interest.

Whether students plan on staying close in Colorado or venturing around the globe after graduation, the alumni association is never far away. UNC stays connected to alumni in a variety of ways, including sponsoring alumni groups and events in various cities. Visit unco.edu/alumni to learn more. Remember, Once a Bear, Always a Bear!

Bookstore & Fanshop

Website: www.unco.edu/university-center

The UNC Bookstore & Fanshop, located on the lower level of the University Center, provides to the campus community textbooks, course materials, general reading books, and a variety of technology items like headphones, laptops, tablet computers, and other related accessories. The Bookstore & Fanshop also sells a large selection of UNC emblematic clothing, greeting cards, gifts, school and art supplies, and other necessities for students. Additional services include a textbook price matching program, textbook buyback, textbook rental, special order books, and general book information.

Office of the Bursar

Website: www.unco.edu/bursar/

The Office of the Bursar (Accounts Receivable, Loans Receivable, Collections and the Cashier's Office) prepares student billings; disburses financial aid; collects tuition, fees, room and board and other related charges; maintains and collects Federal Perkins Loans and handles the cashier functions for the entire University.

The Center for International Education

The Center for International Education provides the umbrella framework for all international activities at the University of Northern Colorado, building connections between UNC's greater community and the world. Leading the UNC's international initiatives by facilitating global partnerships, recruiting and supporting its international population, and coordinating programming that prepares students for success in today's global environment.

In addition, CIE collaborates with and supports faculty and staff in developing globally-minded programs, research and partnerships that elevate our international profile and expand the engagement of our Global Bear community by:

- Promoting a diverse and global student body by recruiting and retaining international students.
- Advocating for acceptance and inclusion of all identities and cultures via meaningful cross-cultural engagement opportunities and promoting global competencies.
- Increasing international mobility among students, faculty, and staff by facilitating and administering education abroad opportunities and programs.
- Providing academic and linguistic support for non-native English speakers.
- Fostering sustainable and mutually beneficial partnerships worldwide.
- Promoting safe and responsible international travel for students, faculty, and staff via international risk management policies and support framework.

- Facilitating regulatory compliance related to the international activities of the institution.

For more information, see www.unco.edu/center-international-education/.

Education Abroad

UNC Education Abroad office facilitates and administers all UNC education abroad programming activities that include study abroad bilateral exchange programs, affiliated study abroad programs via approved affiliated providers, field study programs, international student internships, international service learning opportunities, custom academic programs, and faculty-led study abroad programs.

Field Study pedagogy revolves around experiential study outside the classroom setting, including field research, internships, service-learning, archaeological field school, teaching abroad, and field biology.

Faculty-Led/Faculty-Directed programs are directed by a faculty member (or members) from the home campus who accompanies students abroad.

Embedded Program/Course-Embedded Study Abroad programs are study abroad experiences that form an integral part of, or an optional add-on to, a course given on the home campus.

Bilateral Exchanges involve reciprocal movement of individuals between two institutions. Students participating in bilateral exchange programs may pay home tuition and fees or the host institution directly, according to the individual exchange agreement.

UNC students participating in any education abroad programming must apply via the UNC Global study abroad portal on the UNC Education Abroad page at www.unco.edu/center-international-education/study-abroad.

Transfer credits: The UNC Office of the Registrar makes final determinations regarding the credit transfer eligibility of all academic credit earned at a foreign institution and/or via participation in the education program. See www.unco.edu/registrar/transfer for more information.

UNC students participating in education abroad opportunities are eligible to use institutional financial aid toward approved education abroad programs. For additional financial aid information, see www.unco.edu/financial-aid.

International Student and Scholar Services

Serving as UNC's official liaison to U.S. government agencies related to immigration matters, International Student & Scholar Services supports students, scholars, and dependents in F or J visa categories in maintaining their legal status while in the United States.

ISSS is the only office on campus with the regulatory authority to issue and sign F or J visa related documents, authorize off-campus employment authorization and practical training, authorize reduced course loads for international students or to advise on visa related matters.

Students and scholars with F or J visa status are responsible for following the regulations of the US Departments of Homeland Security (DHS) and State (DOS) pertaining to their visa status.

ISSS strives to create a welcoming environment for international students & scholars by providing assistance with cultural adjustment, academic and professional growth, immigration services, and personal support. We support international students and scholars who attend UNC as well as UNC faculty and staff that work with these populations.

For more information, see www.unco.edu/center-international-education/international-student-scholar-services.

International Partnerships

UNC's international partnerships support internationalization and global engagement efforts, promote international collaboration in teaching, learning, and research, increase inbound and outbound student mobility, and elevate institutional profile. Our international partners send their students to study in exchange, short-term, and degree-seeking programs at UNC, welcome UNC students in study abroad and exchange programs, and encourage eminent scholars to collaborate with UNC's distinguished faculty in research, scholarships, creative works, curriculum, and instructional methodology.

For more information, see www.unco.edu/center-international-education/international-partnerships.

Intensive English Program

The Intensive English Program (IEP) is a nationally ranked program, fully accredited by the Commission on English Language Accreditation (CEA). IEP serves as a pathway for non-native English speakers to enhance academic preparedness as well as linguistic and cultural competencies required for career readiness or full admission to UNC's academic programs at all levels. Applicants must have completed high school or the equivalent to be considered for IEP admission. Students may be admitted directly to the IEP or admitted via conditional acceptance to an academic program. Conditionally admitted students may begin taking some academic/degree coursework when they are placed or reach level 6 in the IEP. IEP students with F1 or J1 visas are required to register as full-time students. Students are full-time if enrolled in 18 classroom hours per week based on federal guidelines 8 CFR 214.2(f)(6)(i). F2 visa holders are not allowed to be full time.

Program Structure and Length

The Intensive English Program (IEP) consists of 7 levels: from Low-Basic to Graduate. IEP levels correspond to the Common European Framework of Reference for Languages (CEFR). There are four core courses in the program: Speaking & Listening, Writing, Grammar, and Reading & Vocabulary. In addition, there are several skill courses available, such as English Pronunciation and Academic Vocabulary. For more information about each course, please refer to the catalog course descriptions.

IEP offers five 8-week sessions throughout the year in accordance with UNC's academic calendar: Fall 1 and Fall 2 sessions coincide with UNC's fall semester, Spring 1 and Spring 2 sessions coincide with spring semester, and the 8-week summer session coincides with the 8-week academic session. In accordance with rolling admission, applicants may choose to begin in any of the 5 sessions. The number of sessions/courses students need to complete the program successfully is based on their initial proficiency which is determined by the placement assessment.

For more information, see: www.unco.edu/center-international-education/intensive-english-program.

International Recruitment and Outreach

The Center for International Education and our recruitment partners around the world share complimentary and united goals: educate the next generation of global leaders via strong and steady enrollment, provide top-quality programs and dedicated student services, ensure satisfied parents and families, promote strong returns on investment post-graduation, and build sustainable business partnerships to rely upon. We work closely with all units across UNC as well as high schools, community colleges, partner institutions and the greater community to promote academic excellence and ensure student success. We are proud to work with reputable partners in the service of our international students at the University of Northern Colorado.

For more information, see www.unco.edu/center-international-education and www.unco.edu/international-admissions.

Division of Diversity, Equity, & Inclusion

The Division of Diversity, Equity and Inclusion (1862 10th Ave) strives to build an inclusive campus, which fosters and nurtures a diverse, inclusive, and equitable environment. We will accomplish this purpose by purposeful conversations, ongoing education and training, and social engagement. In conducting these activities, we work with UNC students, faculty, staff, alumni and the greater campus community. Our program prepares students to develop the following knowledge and skills: achieve meaningful dialect, apply ethical principles to decisions and conversations, interact effectively with others whose

identities may differ, identify opportunities to connect diversity, equity and inclusion into actions and ideas, and engage in proactive initiatives. Aligned with the institutional mission, we ensure that diverse student population voices are heard and represented, we provide an environment that is inclusive to have meaningful conversations as well as learning experiences and educate the campus on what it means to be diverse, inclusive and equitable. We approach our work with equity-minded practices, care, inclusiveness, accessibility, service-oriented, and justice.

The Division coordinates the functions of the seven Cultural and Resource Centers, the Colorado Opportunity Scholarship Initiative (COSI), and the Upward Bound Program all of which assist in providing quality support services to promote the retention and academic success of all students (undergraduate, transfer, non-degree, and graduate). All individuals interested in learning and growing in the spirit of inclusion and equity-minded practices are invited to use the services provided by the Cultural and Resource Centers.

Asian/Pacific American Student Services (APASS)

(Kohl House) Seeks to foster the academic, social, and cultural identity development of the Asian-Pacific Islander community and to enrich and integrate culture into the University of Northern Colorado. These services include academic coaching and leadership development for UNC's Asian-Pacific Islander student population, as well as cultural and educational programs for the broader UNC community. For more information, see www.unco.edu/asian-pacific-american-student-services/.

Center for Women's and Gender Equity (CWGE)

(Scott-Willcoxon Hall) The Center for Women's and Gender Equity (CWGE) honors gender as a central identity and engages critical women's and gender issues while challenging systems of inequity and advocating for change at the University of Northern Colorado.

The CWGE accomplishes this by:

- Educating the campus community on topics and issues related to the experiences of women, trans, and non-binary students
- Providing an inclusive and validating space
- Engaging in conversations about the impacts of sexism, cissexism, and misogyny
- Empowering student voices to advocate for and create gender equity at UNC

In collaboration with other campus partners that include the university cultural and resource centers, academic departments, and other units within the Division of Student Affairs (DSA), the CWGE builds community by supporting students in deepening their understanding of

social justice and gender equity to be effective advocates for changes on their campus and in their communities.

Additionally, the CWGE provides free pregnancy tests, menstrual products, contraceptive barriers, and lactation support for students.

Engage with the CWGE by:

- Calling 970-351-1492
- Emailing cwge@unco.edu
- Visiting www.unco.edu/center-womens-and-gender-equity/
- Following us on social media: Facebook, Instagram, and Twitter

The Stryker Institute for Leadership Development is a participation-based scholarship program that serves women from under represented groups and supports scholars in their identity and leadership development.

This is accomplished by:

- Providing access to educational opportunities focused on identity development, social justice, leadership, and mentorship
- Cultivating a sense of belonging through connectedness and community
- Empowering women through encouragement and facilitation of personal growth
- Establishing a network of support through collaboration with campus and community partners
- The program prepares students to develop a leadership identity that enables them to create positive social change and advocate with purpose.

Additionally, the Stryker Institute provides Stryker Scholarship Information Sessions during their recruitment season, November through May. These sessions serve as an opportunity for students and staff to ask questions about eligibility requirements, and the program workshop experience.

Engage with the Stryker Institute by:

- Calling 970-351-1492
- Emailing stryker@unco.edu
- Visiting www.unco.edu/stryker
- Following us on social media: Facebook

César Chávez Cultural Center (CCCC) and Undocumented Student Services

The Chávez Center (Patton House, 1410 20th Street) offers a culturally validated “home like” space for all students with a focus in serving the diaspora of Latin American background students on campus. The center staff provide a space where students’ ethnicity, language, and traditions are honored and respected. The staff also offers intentional

culturally relevant programs that address academic success, social, cultural and intersectional aspects of identity, and opportunities for community engagement and career readiness. For more information, visit www.unco.edu/cccc.

Undocumented Student Services and the DREAMer Engagement Program are now housed within the César Chávez Cultural Center. We provide academic and economic support to students with an undocumented/DREAMer/TPS status by helping students file for in-state tuition under the ASSET legislation, hosting educational and financial workshops, community building opportunities, and scholarships on a case-by-case basis.

Gender and Sexuality Resource Center (GSRC)

(Bonnie House) Provides education, advocacy and support for all identities across the gender, sexuality, and romantic spectrums. Our center offers study spaces with computer access, a library of Queer book and DVD titles available for rent, in-house counseling services, an all-gender lactation room and restrooms, and two lounge areas. Beyond the ways in which the community can utilize our center and online resources, the GSRC also has many programs throughout the year dedicated to our mission of educating, advocating, and supporting the UNC community. Some of these programs include our identity or interest-based Affinity Groups, the GSRC mentoring program, UNC’s Coming Out Week, Speak OUT panels, and educational trainings. For more information, see www.unco.edu/gender-sexuality-resource-center/.

Marcus Garvey Cultural Center (MGCC)

(Davis House) The Marcus Garvey Cultural Center provides academic, cultural, and social support to students whose identities intersect the African diaspora by providing one-on-one support, as well as a range of resources offered through programs, cultural events, and strategic initiatives throughout the year. The Center’s team members aim to enhance students’ sense of belonging and retention. For more information, see www.unco.edu/marcus-garvey-cultural-center/ or call (970) 351-2351.

Native American Student Services (NASS)

(Kohl House) Aims to promote academic and leadership excellence of Native American students at the University of Northern Colorado. NASS seeks to enrich the UNC community through academic, social, and cultural programs that reflect the tradition, heritage, and history of Native America. To achieve these goals, we uphold the responsibility of leadership to infuse and incorporate Native ways of knowing and living within academia, through educational initiatives designed for all UNC students, faculty, and staff. For more information, see www.unco.edu/native-american-student-services/.

Veterans Services

(Roudebush Cottage) proudly serves our military affiliated community by assisting in the transition process and providing a stand-alone space with a strong inclusive community. We provide appropriate and practical resources for our students as well as a hub for the Department of Veterans Affairs personnel, SALUTE National Honor Society, the PAVE peer support program, Student Veterans of America chapter, scholarship opportunities, and assistance with GI Bill® education benefits. For more information, see www.unco.edu/veterans-services/.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at www.benefits.va.gov/gibill.

Division of Student Affairs

The Division of Student Affairs supports students in the co-curricular environment and provides an experience that inspires students academically, intellectually, personally, and emotionally. With the diversity of our students in mind, we use a career readiness approach and social justice framework while fostering a culture and climate of care. Through a social justice lens, the Division of Student Affairs exists to enhance student learning through a diverse array of purposeful services and learning opportunities leading to graduation and career readiness. We believe together we are uniquely situated to remove barriers, create belonging and support student success.

Campus Recreation

www.unco.edu/campus-recreation/

The Campus Recreation Center is a multi-purpose facility designed to serve the recreational and fitness needs of the students and employees at the University of Northern Colorado.

The Department of Campus Recreation strives to provide activities and services for persons of all ability levels with varied interest, as well as create a supportive environment to ensure every participant has a positive and successful experience. Several activity spaces are available including a weight room and additional spaces for strength training and conditioning, three multi-purpose gymnasiums with hardwood floors (featuring a total of six basketball courts), an indoor 1/10 mile jogging track, two racquetball courts, an indoor climbing wall, two group fitness rooms, locker rooms, swimming pool and meeting spaces. As part of the student fee package, students who are members of the Campus Recreation Center only need to bring their student ID to gain access to the facility.

The Fitness and Wellness program provides integrated programs, resources, and services to promote healthy

lifestyles, create opportunities for positive behavior modification and enhance student academic success. Approximately 25 Group Fitness classes are offered per week, in over 20 different class formats, including UrbanKick™, Zumba™, yoga, cycling, ballet barre, iBurn, and lethal legs + core. Personal Training services provide one-on-one instruction incorporating cardiovascular, strength and body composition assessments, goal setting and health education with challenging workouts designed for the specific needs of each participant. Wellness Education programs and services include counseling, workshops and special events.

Intramural sports offer participants the opportunity to play organized sports in a recreational but competitive atmosphere, learn new sports skills, and have fun with fellow friends and students. Each year, the Intramural Sports program offers a wide variety of team sports, team and individual tournaments, and special events. Intramural activities offer different divisions of men's, women's, Greek and coed leagues.

Club Sports provides students the opportunity to compete in sports and recreational sporting activities at the collegiate level and compete against other universities and colleges. Through Club Sports student athletes learn valuable life skills in organization, budgeting, teamwork, time management, communication and leadership.

The Outdoor Pursuits program provides opportunities for outdoor education and leadership experiences through trips and workshops. Trips include skiing and snowboarding, whitewater kayaking, camping, backpacking, hiking and more.

The Outdoor Pursuits Gear Shop (located on the west side of Harrison Hall) is available to students to check out gear free of charge. Sleeping bags, tents, backpacks, trekking poles, kayaks, stand up paddle boards and so much more are available for students to check out for their own adventure.

The Cruiser Bike program is a free service that offers students an affordable and environmentally sustainable form of transportation. This program strives to provide an alternative to driving and promote bear pride on campus. Campus Recreation has a fleet of 100 cruiser bicycles, designed unique to UNC. All bikes come with a helmet and lock, as well as a front-mounted basket.

Campus Recreation has a variety of special events, activities and programs throughout the year for all ability levels. Programs include RecFest, Halloween at the Rec, Climbing Competitions, Special Olympics College Events, Informal Rec Programming, and more. Visit our website for more information about programs and events.

Center for Career Readiness

The Center for Career Readiness strives to empower all students and recent alumni to become uniquely career

ready in order to ultimately pursue meaningful work. The Center for Career Readiness through one on one appointments and career events engages students in:

- Identifying personal qualities and attributes related to choosing potential careers
- Exploring careers by accessing career information
- Creating meaningful career goals
- Gaining career readiness skills through employment and internships
- Developing and applying skills in order to write a resume and cover letter, interview, negotiate salary, search for a job and/or graduate school, build their network, and write a personal statement

Signature career events hosted by the Center for Career Readiness include UNC's Job, Internship and Graduate School Fairs, K-12 Educator Employment Day(s), and alumni career panels (in partnership with UNC Advancement). The Center for Career Readiness also manages Handshake—a job, internship, and networking platform.

For more information, access the Center for Career Readiness website at www.unco.edu/career, email career.readiness@unco.edu or call (970) 351-2127.

Counseling Center

Provides psychological and psychiatric services to UNC students. The Center provides individual, couples and group therapy, along with providing consultation to students, faculty, staff and parents. The UNC Counseling Center also presents campus-wide educational programs and workshops on a myriad of topics from relationships to eating disorders. The UNC Counseling Center is here to help students feel supported and develop lifelong tools that will aid in their individual life successes. The UNC Counseling Center is located in Cassidy Hall and can be contacted at (970) 351-2496. For more information see www.unco.edu/counseling.

Assault Survivors Advocacy Program (ASAP)

Provides sexual assault prevention education as well as comprehensive advocacy services to student survivors of sexual assault. This includes emotional support, information, referral, and advocacy through the medical, legal, judicial and administrative systems. For more information see www.unco.edu/asap.

Dean of Students Office

This office seeks to enhance and recognize student learning and personal responsibility by:

- Serving as an information and referral center for students, families and the campus community;
- Providing case management support for students; and

- Holding students accountable for behavior that is inconsistent with the University community's expectations (as outlined in the BEAR Code).

To contact this office, call (970) 351-2001, email dos@unco.edu or visit www.unco.edu/dean-of-students/.

Bear Pantry at UNC

UNC's Bear Pantry is a collaborative initiative on campus to assist students in our community who are faced with food insecurity. Bear Pantry supplements the food supply for any UNC students experiencing hunger and struggling to buy food. Bear Pantry hopes to minimize food insecurity while students work toward completing their education.

Bear Pantry Information:

University Center 2166c
970-351-3667
bear.pantry@unco.edu
www.unco.edu/bear-pantry/

Student Bill of Rights

The General Assembly implemented the Student Bill of Rights (C.R.S. 23-1-125) to assure that students enrolled in public institutions of higher education have the following rights:

1. A quality general education experience that develops competencies in reading, writing, mathematics, technology and critical thinking through an integrated arts and science experience;
2. 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;
3. 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;
4. Students have a right to clear and concise information concerning which courses must be completed successfully to complete their degrees;
5. Students have a right to know which courses are transferable among the state public two-year and four-year institutions of higher education;
6. Students, upon successful completion of core general education courses should have those courses satisfy the core course requirements of all Colorado public institutions of higher education;
7. Students have a right to know if courses from one or more public higher education institutions satisfy the students' graduation requirements;

8. 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 transferable.

Student Conduct Code

Please see the Student Code of Conduct (Bear Code) located on the Dean of Students website:
www.unco.edu/dean-of-students/.

Dining Services

Dining Services provides a variety of food options across campus for students, faculty, staff, and guests – including dining rooms, retail dining locations, catering, concessions, and vending.

Students can use their meal plans in any of our dining rooms, choosing from dine-in seating or from any of our to go options, or at select meal exchange locations (retail dining). There is an allergen-friendly food line available in select dining locations that can accommodate students who have food allergies or specific dietary needs. Our Registered Dietitian is available to assist customers with any specific dietary needs.

Dining Dollars can be used to purchase food and beverage items at any campus Retail Dining location. Snack and beverage vending machines located across campus also accept Dining Dollars.

Students living on campus are required to carry a meal plan, per their housing and dining contract. First-year students living on campus can choose from multiple On Campus Meal Plans, while eligible upperclassmen can choose from additional meal plan options. Upperclassmen living in Lawrenson Hall, at the Arlington Park Apartments, or in one of the UNC-owned houses can choose to carry any meal plan option available.

A variety of meal plan options are available for students, regardless of whether they choose to live in one of the residence halls or off campus. Daily menus are available on the Bite Universities app. Dining Services also provides catering for special occasions and concessions for sporting events and campus activities.

For more information, contact the Dining Services Office at diningservices@unco.edu, 970-351-2652, or visit www.unco.edu/living-on-campus/dining/.

Disability Resource Center (DRC)

www.unco.edu/disability-resource-center/

The Disability Resource Center (DRC) offers many services to students and resources to faculty. Some services that DRC offers include: Deaf/Hard of hearing services, adaptive technology, note taking support, captioning and alternative testing. Determining appropriate accommodations and services is a collaborative process

with the student and DRC staff. Students can get started with DRC by clicking the 'Getting Started with the DRC' button on the DRC homepage. Faculty can login to their 'Instructor Login' from the homepage as well using their UNC single sign-on credentials. Call (970) 351-2289 or email DRC@unco.edu with questions.

Housing and Residential Education

Who are we?

The Department of Housing & Residential Education provides housing for 3,000+ undergraduate and graduate students in traditional residence halls, university-owned houses and apartments.

In Housing & Residential Education our central mission is to equip students with the tools to engage in the transformative power of personal relationships and communities. We work with students, families, and our campus community to create a sense of home through intentional programming, one on one interactions, and serving as a connection point for students to campus resources. Through a social justice lens and experiential learning, we empower students to grow, learn, lead, and achieve. Residential students will explore communication and listening skills, working across or with difference, negotiating conflict, resulting in socially and academically responsible individuals who are engaged in their current and future communities.

Our values are:

Inclusivity - We recognize that the diverse communities and unique personal experiences of our students enhance our campus community. With this understanding we work to create environments where all students feel at home and welcome.

Integrity - Truth, authenticity, and transparency are the foundation of the relationships we foster and the decisions we make.

Service - Well-appointed, clean, and responsive facilities are critical to providing a home. With this in mind and through referrals, we provide thoughtful individualized assistance empowering our students to advocate for themselves and contribute to our campus communities.

Growth - We celebrate development, innovation, courageous creativity, and active participation in the experience of our students and the contributions of our team.

Arlington Park Apartments

Arlington Park Apartments are located one block south from the University Center and are open to all returning and graduate UNC students. All leases are individual 12-month leases which include summer months (August 1st-July 31st).

For more information on living at Arlington Park Apartments please visit www.unco.edu/living-on-campus/housing/apartments.aspx.

Residence Halls

Graduate students are welcome to reside in our on-campus residence halls. The residence halls offer community and suite style living. All residence halls require a meal plan with the exception of Lawrenson Hall.

For more information on living in the Residence Halls please visit www.unco.edu/living-on-campus/housing/residence-halls.aspx.

University-owned Houses

We offer a variety of houses, close to campus, for returning and graduate students. The houses provide double and single rooms, standard twin beds, dining areas, living rooms, full kitchens, and more. The houses offer more independent living but with all the benefits of university supported housing.

Visit the Housing and Residential Education website for detailed descriptions of housing options on campus, floor plans and answers to commonly asked questions at www.unco.edu/living-on-campus/housing/houses.aspx.

Off Campus

The Greeley community offers a wide variety of off campus housing in the vicinity of UNC's campus.

For more information on off-campus living please visit www.unco.edu/off-campus-housing/living-off-campus.

Accommodations

The apartments and residence halls include accommodations and helpful features for students with disabilities. Housing & Residential Education works with the Disability Resource Center to assist students with individual needs. Please contact the Disability Resource Center as early as possible to discuss your on-campus housing needs.

Visit the Housing & Residential Education web site for detailed descriptions of buildings on campus, floor plans and answers to commonly asked questions at www.unco.edu/living-on-campus/housing/.

Housing and Dining Withdrawal Costs

Housing & Dining contracts are valid for the full academic year (both fall and spring semesters). You must remain in the University's housing program if enrolled in 6 or more credits.

Housing and Dining Services will charge a daily rate (per diem) to students who withdraw from the University through the Drop Deadline (10th day of classes). After that date, students are charged in full for their room and board contract. For more information, please contact

housing@unco.edu, diningservices@unco.edu, or visit www.unco.edu/living-on-campus/.

NOTE: The Housing deposit is non-refundable after the cancellation deadlines listed in the terms & conditions for Housing & Residential Education. The Housing deposit will be forfeited for all students that withdraw or are enrolled in fewer than 6 credits.

Student Legal Services

Student Legal Services provides UNC students three free legal consultations each academic year. For more information or to schedule an appointment, visit www.unco.edu/student-life/legal-services.aspx

Student Life

The Office of Student Life provides students with involvement and leadership opportunities that enhance the academic experience. Students practice leadership skills, responsible citizenship, and develop management skills while making new friends and having fun. www.unco.edu/student-life

Office of Student Organizations (OSO)

Students may become involved in one of the 130 student groups which include academic societies, international, social, and political clubs and honorary organizations.

Center for Peer Education (CPE)

The Center for Peer Education is an undergraduate student led organization that provides prevention education to student peers about alcohol, tobacco, marijuana and other drugs, mental health and overall healthy decision making. We hope that through education and awareness, we can equip our peers with the necessary tools to make safe and responsible decisions in an effort to create a safe and healthy campus experience for all. www.unco.edu/cpe

Student Senate

Student Senate is a governing body dedicated to serving the students of UNC. It is composed of 23 members: 8 cabinet members and 15 senators (3 from each college at UNC). Members of other areas of campus also sit on senate including representatives from the Residence Hall Association, Graduate Student Association, UNC Faculty, Professional Administration Staff Council, and Classified Staff Council. www.unco.edu/student-senate/

Graduate Student Association (GSA)

The Graduate Student Association is an organization that allows graduate students and faculty from all disciplines to interact and achieve higher standards of thinking and research excellence. The GSA provides students with the information they need to obtain research tools, be reimbursed for research expenses, and present their research in a professional manner.

University Program Council (UPC)

This student-run, student-funded organization sponsors lectures, movies, comedians, concerts and other special events at low or no cost to students. Students obtain leadership experience in all aspects of program and event management while having fun and meeting new people. www.unco.edu/university-program-council/

Extended Campus

Website: extended.unco.edu

The Extended Campus's mission is to extend the University of Northern Colorado academic offerings to students through new and innovative technology that provides engaging content, worthy of binge watching, in each course.

Our UNC Extended Campus Education programs serve students throughout the entire state (and the world), with new States, coming online soon. The University of Northern Colorado Extended Campus maintains two off-campus centers in Loveland and Denver to facilitate diverse learning experiences for students' educational programs and certifications in various other cities.

Through UNC Extended Campus, students can access lifelong learning through continuing education opportunities with more than 80 academic programs. We offer degree completion programs, master and doctorate degrees, certificates, licensures, endorsements, and professional development courses through convenient online and face-to-face delivery formats. Our accelerated programming and flexible scheduling are for adult learners, working professionals, and non-traditional students who otherwise wouldn't be able to attend an on-campus offering.

UNC Quality Brought to You

Whether you're looking for advanced learning in your chosen career, or you're stepping into a whole new field, Extended Campus brings UNC's quality and caring culture to you. Anywhere, anytime, UNC offers a unique educational experience.

All UNC Extended Campus courses and degrees are based on the same commitment to quality and expertise that we provide on campus. The credits and degrees you earn are the same—and carry the same academic recognition—as those for on-campus students.

Information Management and Technology

Information Management & Technology provides a variety of services designed to assist students in the pursuit of their academic careers. Computer labs, open to all students, are strategically located throughout the campus. The University offers students high speed wireless internet connectivity campus wide. Students can print from

personal devices or from computers in labs and classrooms and retrieve their print jobs from various Bear Print stations located in residence halls and computer labs across campus.

For complete information about any of the services provided by Information Management & Technology or help with technical problems visit help.unco.edu or call the Technical Support Center at 970-351-4357(HELP) or 1-800-545-2331.

Office of the Registrar

(1051 22nd Street, Campus Commons) provides assistance with class registration via Ursa (web) or in person. The Office of the Registrar processes the following: total withdrawals from all classes, personal information updates, final grade submissions and grade changes, and requests for transcripts. The Office of the Registrar is also responsible for enrollment verification and graduation audits for undergraduate students, for more information visit www.unco.edu/registrar.

The University Center

www.unco.edu/university-center

Located at the corner of 10th Avenue and 20th Street, the University Center (UC) serves as the "living room of the campus" and provides cultural, educational, social, leisure, and co-curricular activities for the University community and guests.

The UC houses the Center for International Education, Conference & Event Services, Card Office & Student Club Business Services, Center for Career Readiness, Office of Equity & Inclusion, Title IX, Campus Community & Climate, and is the home for Student Life.

A variety of vendors serve the campus community on the UC lower level including several food retailers (Einstein Bros® Bagels, Subway®, Hissho Sushi, and Munchy Mart™), the UNC Bookstore & Fanshop, Mana Jo's Campus Salon, as well as vending areas.

The Information Desk at the UC, located on the main level next to the Rocky Mountain Grand Ballroom, provides campus and community information, building and campus directional assistance, sells stamps, and provides complimentary faxing services.

The UC Computer Commons is a full-service computer lab offering student access throughout the week and provides students with a multitude of workspaces and computer options.

Lounges, meeting rooms, ballrooms, and other facilities are also available. The University Center hosts an exceptional range of over 5,000 events and programs annually.

The UNC Card

This is the official identification card for all members (faculty, staff, and students) of the university community. For on-campus students, the UNC card functions as a library card, dining card, activities card, recreation center pass, and as security access to various buildings and rooms. Students may also use the UNC Card as an ATM/debit card when linking it to their free Wells Fargo Checking account. The account then permits direct deposit of financial aid and student payroll to the free account. For alternative bank options, stop by the Card Office.

The UNC Card Office

The office is located on the main level of the University Center adjacent to the Student Affairs Welcome Desk.

Student Health Center

Provides primary health care services by physicians and nurse practitioners to UNC Students. No appointments are needed for most care. The Center is located on the first floor in Cassidy Hall. The Health Center is able to do insurance billing for most insurance plans. For more information see www.unco.edu/student-health-center.

University Libraries

www.unco.edu/library/

The University Libraries consists of the James A. Michener Library and the Howard M. Skinner Music Library, which house tangible collections, provide technology access to a wide range of online resources, and offer study rooms, desktop and laptop computers, and other technology, such as graphing calculators and digital cameras, for student use.

The James A. Michener Library, named for one of America's most popular authors (a UNC alumnus and former faculty member), maintains a primary collection of approximately 1.3 million units of hardbound volumes, periodicals, monographs, government documents, archival materials, maps, software programs, videos, and microforms. Opportunities to borrow materials are available to all Colorado citizens. Services provided include information literacy instruction in state-of-the-art classrooms, interlibrary loan, circulation, electronic reserves, and research assistance.

The Howard M. Skinner Music Library, named for Howard M. Skinner, former Dean of the College of Performing and Visual Arts, includes an information literacy instruction classroom, a group study room, and additional study space. The tangible collection includes comprehensive holdings of scores, recordings, periodicals, and monographs.

Access to the University Libraries tangible materials and online resources is provided from the Libraries home page.

The Libraries offers access to about 80,000 electronic journals, over 500,000 ebooks, and over 210 databases.

Prospector, a shared online catalog that provides access to the collections of more than 40 participating libraries in Colorado and Wyoming, is also available from the Libraries home page. Materials from the collections of the participating libraries can be requested directly through Prospector. The Libraries interlibrary loan service obtains library material for UNC students, faculty, and staff from libraries within the state and nation as well as foreign countries.

The University Libraries has been designated as the repository for the works of James A. Michener. The James A. Michener Special Collection includes manuscripts, personal papers, research materials, and publications that are available to researchers, faculty, and students who want to further explore the works of the famous author. The University Archives also provides access to materials related to the history of the university and other special collections.

University Police Department (UNCPD)

The UNCPD provides law enforcement services to the campus. It is staffed 24 hours a day year-round with professional, full-time, state-certified police officers. This office is responsible for preventive police patrols, criminal investigations, response to medical calls, crime prevention efforts, and traffic enforcement. The UNC Police Department also provides a student escort program after dark, and is responsible for Clery Compliance efforts on campus. For more information you may visit our website at www.unco.edu/police.

In compliance with the Clery Act, the most recent University of Northern Colorado Annual Campus Security and Fire Safety Report is available online at www.unco.edu/police and a paper copy can be requested by calling 970-351-2245. This report contains crime statistics and policy statements related to safety, conduct processes, and Title IX investigations.

Policies and Procedures

Academic Appeals

Graduate students may appeal any academic decision that they consider arbitrary or capricious, or contrary to University policy. The procedures for appealing an academic decision can be found in UNC's Board Policy Manual, 2-1-2 "Academic Appeal Procedure" at www.unco.edu/trustees/pdf/board-policy-manual.pdf.

For other types of academic decisions students wish to appeal, including course grades and program termination, students should contact the Graduate School to discuss the appeal process.

Attendance

Regular class attendance is assumed. Faculty should state their specific policies on absences in the syllabus. Each instructor determines the relationship between class attendance, the objectives of the class, and the grade. The instructor is responsible for attendance policies and their effect on grades. Students are responsible for knowing the attendance policy of each course. Only the instructor can approve a student's absence. Students are responsible for requesting such approval.

Students involved in University-sponsored activities, including intercollegiate athletics, may need to be excused from a class, lab, or studio meeting. In all instances, it is their responsibility to present a written request for the absence. Students should be prepared to discuss how the absence may affect their ability to meet the course requirements. Instructors should seek to make reasonable accommodations for a student involved in University-sponsored activities. Students should recognize that not every course can accommodate absences. Notifying the instructor of an absence does not relieve students from meeting the course requirements.

The University requires that faculty provide reasonable accommodations to students who miss a class due to a religious observance. Students planning to miss a class for religious observance should notify the instructor prior to the absence.

The instructor has the option to drop students who do not attend the first 100 minutes that class meets in order to allow other students to enroll.

Students are responsible for dropping courses they do not attend.

Online Course Policy

As with a face to face course, the instructor has the option to drop students who do not log in and do not participate in the first 48 hours from the course start date. This is to allow other students to enroll. Not all instructors will exercise this option; therefore, students should not assume that not logging in will automatically drop them from the course.

Authorized University Credits

Graduate credit is granted for courses taught by a faculty member who has been appointed to the Graduate Faculty or appointed as a Graduate Lecturer. With the exception of special assignments for XXX 513 courses approved by the college and Graduate Dean, no graduate credit is granted for any course taught by a teaching assistant who is pursuing an advanced degree at this institution, or a faculty member who has not been approved for Graduate Faculty or Graduate Lecturer status.

Certificate Requirements

A certificate is an academic title granted to a student who has completed a specific course of study. Certificate programs are administered by a college, school and/or coalition of faculty.

The faculty of UNC has established minimum general requirements that a student must meet to earn a Certificate:

1. Complete the minimum courses outlined in the respective certificate program.
2. Earn a minimum University of Northern Colorado cumulative grade point average of 3.00 in the certificate program. Certain certificate programs may have additional requirements.

Complaints

The University Complaints process allows students to seek resolution for what they believe to be improper or unfair treatment from faculty and/or staff. Complaints about other students should be referred to the Dean of Students Office (www.unco.edu/dean-of-students/share-concern.aspx). Disagreement with an administrative decision, or the outcome of that decision, is not a complaint unless it alleges improper or unfair treatment.

A different process is used for:

- ADA Discrimination Grievance
- Academic Appeals
- Student Conduct Appeals
- Graduate School Appeals
- Title VII-Discrimination
- Title IX-Sexual Misconduct/Gender Discrimination

Courses

Course Credit

Definition of a Credit Hour

Credit Hour as required by the U.S. Department of Education (34 C.F.R. § 600.2)

An amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or the equivalent amount of work over a different amount of time; OR
2. At least an equivalent amount of work for other academic activities as established by the institution, including laboratory work, internships, practica, studio

work, and other academic work leading to the award of credit hours.

Base Contact Hour

The faculty Base Contact Hour represents a standard measurement of consumption of faculty resources by students. It consists of the number of scheduled minutes of instructional activity involving direct contact of faculty with students in a given term utilizing a particular method of instruction. The standard measurement for a faculty Base Contact Hour is:

- **Semester system term.** One Base Contact Hour = a minimum of 750 minutes. This translates to a MINIMUM of fifteen 50-minute hours per semester.

The base contact time will vary based on type of course. The required contact time is represented in the schedule of classes. Some UNC courses may be repeated for credit; they are specifically noted in the course description section of this *Catalog* with the maximum amount of credit allowed for each course.

For repeated courses, grades of “F,” “U,” “NC,” “NG,” “IP,” “UW,” “W,” and “I” that have not been completed within the allotted time, the credit hours are not included in earned credits.

Students may audit a course for “no credit” but must pay the same tuition and fees as those taking the course for credit. No audit or visitor cards are issued. Students auditing a course must enroll through the Office of the Registrar before the add deadline. Students need not complete assignments or exams used but are expected to attend classes when auditing a course.

If you are age 65 or older and wish to audit a course, you may do so with **no tuition charge (course fees may apply)**.

Registration may occur beginning the first Monday following the last day of pre-registration for UNC students. Registration is subject to space availability. If you have any questions or need additional information, please contact the Office of the Registrar at 970-351-4UNC (4862).

Course Designations

Subject

Each course is assigned a subject code that identifies the discipline, field or program offering the course. For example, course numbers in Audiology and Speech-Language Sciences are preceded by ASLS; course numbers in Mathematics are preceded by MATH; and courses in Visual Arts are preceded by ART.

Numbers

Four groups are identified by course numbers, generally to indicate the difficulty of a course and its location on a

continuum of study that leads to general mastery of the content and methodology of a discipline:

- Basic skills - 001-099 are not counted in cumulative credits, total credits toward graduation, GPA, nor for financial aid purposes.
- Lower division - 100-199 range are 1st-year (freshmen) courses and 200-299 are 2nd-year (sophomore) courses.
- Upper division - 300-399 are 3rd-year (junior) courses and 400-499 are 4th-year (senior) courses.
- Graduate level - 500-699 are Master’s courses and those numbered 700 or higher are Doctoral/Specialist courses.
 - Juniors and seniors with a cumulative GPA of 3.00 or higher are permitted to take 500-level courses.
 - Undergraduates may be permitted to take courses with numbers 600-699 if they have applied to and have been accepted into a Master’s level program at UNC. 600-699 courses may not be counted towards an undergraduate degree.
 - Undergraduates are not permitted to take courses with numbers 700-799.

Note: Applicability of coursework to a higher degree as an undergraduate student: please refer to specific details on the petition to count toward the next highest degree at www.unco.edu/graduate-school/pdf/Petition-to-Count-Work-Toward-Higher-Degree.pdf.

Undergraduate students may not count courses numbered 600-799 toward undergraduate degree programs.

Graduate students may not count courses numbered 100-499 toward graduate degree programs; courses numbered 700-799 may be taken for specialist or doctoral credit only.

Courses at the university are sequentially numbered. Courses numbered 100-499 are for undergraduate credit. Courses numbered 500-599 may count as undergraduate or graduate credit. If a course numbered 500-599 is not counting toward the correct level, the student may contact the Office of the Registrar to request that it be changed. A course numbered 500-599 counting as undergraduate credit cannot be counted toward a graduate degree; a course numbered 500-599 counting as graduate credit cannot be counted toward an undergraduate degree.

Undergraduate students seeking to apply 500-599 courses to their graduate degree must complete a petition to count work towards the next higher degree. In order to count work forward into a higher degree (for example, bachelor’s into the master’s or master’s into the doctoral) prior to completing the prior degree, the following are required:

- You must be admitted to the higher degree (a letter of admission from the Graduate School);

- You must have applied for graduation for the prior degree (Graduation Office for bachelor's or the Graduate School for master's or specialist);
- And, you must file this form no later than the first week of the semester in which you enroll in the course work.

Additional policies governing counting work forward can be found in the UNC Graduate Catalog and at www.unco.edu/graduate-school/student-resources/current-students/academic-policies-and-deadlines.aspx.

Courses numbered 600-799 are for graduate credit only.

Courses with variable titles may have additional prerequisites assigned to specific sections scheduled.

Courses bearing the designation "gtP" are in gtPathways, Colorado's Guaranteed Transfer Program. These courses are guaranteed to transfer to all Colorado institutions of higher education.

Courses bearing the designation "LAC" are in the Liberal Arts Curriculum. These courses will meet the LAC requirements for graduation. For more information, see the Liberal Arts Curriculum catalog page.

Occasionally, courses that do not appear in the Catalog may appear in the Schedule of Classes (www.unco.edu/sched/). These course number end in "98" and are considered experimental. For example, an experimental course in Geology might be GEOL 398.

Mutually Exclusive Courses

Courses carry a mutually exclusive designation when the content of each course is highly similar or identical to the other(s). In those cases, credit will only be granted for one of the mutually exclusive courses. Courses with mutually exclusive designation have a statement that students may only earn credit for one course; e.g., 'Credit allowed for only one of these courses: ENST 356 or ECON 356.' Registration for any mutually exclusive variant of a course will be prohibited while a mutually exclusive course is in progress, and once a passing grade has been posted (e.g., a student who is currently enrolled in ENST 356 or has received a passing grade in ENST 356 will be prevented from registering for ECON 356). Students wishing to apply the grade replacement policy to a mutually exclusive course must repeat the same course originally taken (a mutually exclusive variant of the course may not be used for grade replacement).

Equivalent Courses

Equivalent courses are identical in content, but may have a different title or prefix. Equivalent courses satisfy graduation requirements and prerequisites. Generally, equivalent courses are used for courses with prefix, title or course number changes. Equivalent courses are eligible for grade replacement.

Curriculum Sweep and Purge

Every year during spring semester, the Office of the Registrar generates a report for review that captures courses, except for reserved-number courses, that have not been taught in the last six (6) years.

Academic Units are notified by email, including the respective Chair/Director and Dean, if any of their courses appear on this "purge" report. Unless the department/school specifies otherwise, the course(s) are removed from the curriculum file. Departments/Schools are asked for a written justification for those they would like to retain. Required written justification will be determined by the department/school in which the course is offered.

Course Load

Course load limitations for graduate students apply to any combination of all courses taken on-campus, off-campus, or on-line while an individual is enrolled as a graduate student in a graduate degree program, a non-degree certification program, or any combination thereof.

Full Time/Half Time/Less than Half Time/Overload Enrollment

Fall, Spring, and Summer: Full-time enrollment is considered 9 or more credit hours for graduate students. Half time enrollment is 5-8 credit hours. Less than half time enrollment is 4 credit hours or less.

An overload is more than 17 credit hours for Fall and Spring terms and 12 credit hours for the Summer term. Overload limitations apply to work completed in both on-campus and off-campus programs. The signed Graduate Credit Overload Permit Form (www.unco.edu/registrar/forms.aspx) must be submitted to the Registrar's Office, 1051 22nd Street, Campus Commons or faxed to 970-351-1870.

The Interim Winter Session has a 4 credit hour limit; no overload will be permitted.

A graduate student with a GPA lower than 3.0 may not petition for an overload.

Course Repeat Policy

Although approved courses may be repeated for credit, some courses may have limits to the amount of credit earned. Repeated courses are recorded on the transcript for every individual registration; all letter grades count toward the cumulative grade point average. A non-repeatable course may be repeated but will be counted in total credits toward graduation only one time.

Coursework Counted Toward the Next Higher Degree

While completing one degree, students may count a maximum of 12 graduate credits applicable toward the

next higher degree. Such dual enrollment is limited to two consecutive semesters. All credits applicable to graduate degrees must be earned within the time limits specified for each degree program. The initial date for the next higher degree will be the date of the first course credits counted toward that degree. Students will be accountable for the final examination in the courses taken toward the next higher degree.

If a student desires to count work toward the next higher degree, they must:

1. Apply for and be admitted to the next higher degree program.
2. Apply for graduation in the current degree program.
3. Submit a “Petition to Count Work Toward the Next Higher Degree” form to the Graduate School before starting any courses that are to count on the next higher degree. www.unco.edu/graduate-school/pdf/Petition-to-Count-Work-Toward-Higher-Degree.pdf.

Undergraduate seniors registering for master’s degree work according to this procedure will continue to be classified as undergraduates until they have been awarded their baccalaureate degrees.

Credit by Course Number

Graduate students may not count courses numbered 100-499 toward graduate degree programs; courses numbered 700-799 may be taken for specialist or doctoral credit only.

Courses at the university are sequentially numbered. Courses numbered 100-499 are for undergraduate credit, and courses numbered 500-799 are for graduate credit.

Distance Delivered Course Credit

Courses delivered through alternative means (e.g., distance delivery, communications technology or computer assisted delivery) must be approved by the sponsoring school, college dean and the Dean of the Graduate School to be considered for graduate program credit. Courses shall have a defined relationship and applicability to degree and/or licensure programs as electives, support courses, or courses that fulfill program requirements.

Multiple Numbered Courses

Upon approval by the Graduate Council, courses numbered 400-599 may be double-numbered allowing undergraduate and graduate students to enroll simultaneously. All double-numbered courses may also be offered independently at either the undergraduate or graduate level. No course identified as an undergraduate Liberal Arts Curriculum course may be double-numbered. At least two-thirds of a student’s master’s degree program must be in courses that

are not double-numbered courses or in courses that have been taught solely as 500-level or above graduate courses.

The following guidelines will be utilized in the process of evaluating new course proposals involving multiple numbering:

- All programs requesting approval of multiple numbered courses must demonstrate in the rationale of the course proposal the academic value of and need for the proposed course in this format.
- In situations where a nongraduate degree program is seeking to include a multiple numbered course in its offerings that is intended to serve other units of the university, the requesting program must include supporting materials from those units.
- Nongraduate degree programs requesting approval of multiple numbered courses must demonstrate that the necessary expertise to teach the course exists in the faculty of that program.
- The practice will be to limit the number of graduate level courses offered by non-graduate degree programs. The specific number of courses will be determined on a case by case basis.
- All new requests for multiple numbered courses should try to pair a 500 level course with a 400 level course.
- Many course proposals are submitted with little or no distinction made in the qualitative differences between the graduate and undergraduate components of the course. It is the concern of the Graduate Council that the significant differences in this regard should be clearly articulated in terms of all aspects of the proposed course. It is considered insufficient to require graduate students to perform the same work as undergraduate students but at a significantly higher level of accomplishment without a clear delineation of those qualitative criteria. It is also considered insufficient to merely require a research paper/project of a brief nature as the “graduate” component of the course. Therefore, all new course proposals must clearly distinguish, in the syllabus, the qualitative differences between the graduate and undergraduate components of the course. The significant differences in this regard should be clearly articulated in terms of expectation of outcomes, specific course content, course delivery and evaluation of work.

Multiple numbered courses are generally discouraged on the grounds that the practice tends to limit the expectations of the graduate component of the course by grouping together undergraduate and graduate level students. While this may be seen to be challenging and advantageous to the undergraduate students, the concern exists that graduate students will not be presented with true graduate level education because of “watering down” the content to meet the needs of the undergraduate students.

Unclassified Course Credit

A maximum of 9 semester hours of coursework taken while in an unclassified status may be used toward a graduate degree program (no more than one semester of full time enrollment). Unclassified status refers to a student who has at least a baccalaureate degree and has not been admitted into a graduate degree program or is not seeking admission into a graduate degree program.

The Graduate School may place holds on the registration of students who have taken the maximum hours and have not been admitted. Course registration will be suspended until an admission decision has been made. Thus, the student's application must be complete and the program faculty must recommend either a regular admission or must deny admission by the end of the first of semester of coursework or the completion of 9 semester hours.

Variable Topic Courses

A maximum of 9 semester hours, individually or in combination, of courses numbered 508, 513, or 622 may be counted toward a graduate degree.

- **Master's:** A maximum of three semester credits of 513 (Professional Renewal) may be counted toward the master's degree.
- **Specialist:** For specialist students with a baccalaureate degree only, a maximum of 12 semester hours of 508, 513 or 622, individually or in combination, will be counted toward a specialist degree.

Family Educational Rights and Privacy Act (FERPA)

The University maintains an educational record for each student who is or has been enrolled at the University. In accordance with the Family Educational Rights and Privacy Act of 1974, as amended, the following student rights are covered by the Act and afforded to all eligible students at the University. See www.unco.edu/registrar/ferpa.aspx for "eligible student" definition.

The Family Educational Rights and Privacy Act (FERPA) afford eligible students certain rights with respect to their education records. An eligible student under FERPA is a student who is 18 years of age or older or who attends a post-secondary institution. Each of these rights with any limitations or exceptions is explained in the University's policy statement, a copy of which may be obtained from the Registrar's Office. These rights include:

1. The right to inspect and review information contained in the student's educational records within 45 days after the day the University of Northern Colorado (UNC) receives your request for access.
 - a. Students should submit to the Office of the Registrar written requests that identify the record(s) they wish to inspect. The University official will

make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Office of the Registrar, we will advise you of the correct official to whom the request should be addressed.

2. The right to request amendment of the contents of the student's educational records if believed to be inaccurate, misleading, or otherwise in violation of the student's privacy or other rights.
 - a. If you believe that your record contains inaccurate or misleading information, you may submit the Request to Amend or Remove Education Records form to the Office of the Registrar clearly identifying the part of your record that you want amended and specify why it is inaccurate or misleading.
 - b. If your request to amend your record is denied by the Office of the Registrar, we will notify you in writing of the decision and your right to a hearing regarding the request for amendment. This will include instructions on submitting the Request for Formal Hearing to Amend or Remove Education Records form to the Office of the Registrar.
 - c. If you disagree with the Hearing Panel's decision, you have the right to place in your record a written statement commenting on the information in the record and/or stating your reasons for disagreeing with the decision. This explanation will become part of your education record as long as the record is maintained and whenever a copy of your record is sent to any party, the explanation will accompany it.
 - d. FERPA was intended to require only that schools conform to fair recordkeeping practices and not to override the accepted standards and procedures for making academic assessments, disciplinary rulings, or placement determinations. Thus, while FERPA affords you the right to seek to amend education records which contain inaccurate information, this right cannot be used to challenge a grade or an individual's opinion, or a substantive decision made by a school about you. Additionally, if FERPA's amendment procedures are not applicable to your request for amendment of education records, UNC is not required under FERPA to hold a hearing on the matter.
3. The right to prevent disclosure without consent, with certain exceptions, of personally identifiable information from the student's educational records. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests.
 - a. A school official is a person employed by the University of Northern Colorado in an

administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of the University of Northern Colorado who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing their tasks.

- i. A school official has a legitimate educational interest in information contained in a student's education records if the information is necessary for that official to perform a task within the scope of their responsibilities that relates to the student or to the management and administration of education at the University of Northern Colorado. The information is to be used within the context of official University business and not for purposes extraneous to the official's areas of responsibility or to the University.
 - ii. Legitimate educational interests would include teaching, research, public service, and such directly supportive activities as academic advising, general counseling, therapeutic counseling, discipline, vocational counseling and job placement, financial assistance and advisement, medical services, safety, raising endowment in support of student scholarships, and academic programs and academic assistance activities.
 - b. Each of these rights with any limitations or exceptions is explained in the University's policy statement, a copy of which may be obtained from the Registrar's Office.
 - c. The University may provide "Directory Information" in accordance with the provisions of the Act without the written consent of an eligible student unless it is requested in writing that such information not be disclosed (see below). The items listed below are designated as Directory Information and may be released about any student for any purpose at the discretion of the University unless a written request for nondisclosure is on file:
 - i. Category I: Name, address(es), e-mail address, birth date, telephone number(s), dates of attendance, classification, and enrollment status.
 - ii. Category II: The most recent institution attended, major field of study, honors, awards
- and publications, degree(s) conferred and conferred date(s), degrees pursued or being pursued.
- iii. Category III: Past and present participation in officially recognized sports and activities, physical factors of athletes (height and weight).
 - iv. Currently enrolled students may prohibit general disclosure of this Directory Information by notifying the Office of the Registrar in writing within 10 calendar days after the first scheduled class-day of each fall term. The University will honor the request until the student notifies the Office of the Registrar in writing of intent to allow release of Directory Information. The student should carefully consider the consequences of any decision to withhold Directory Information. Regardless of the effect upon the student, the University assumes no liability that may arise out of its compliance with a request that such information be withheld. It will be assumed that the failure on the part of a student to request the withholding of Directory Information indicates the student's consent to disclosure.
 - v. Directory Information - FERPA directory information is information contained in in your education record that generally would not be considered harmful or an invasion of privacy if disclosed. Under current UNC policy, the following information is designated as directory information:
 1. Student name
 2. Student address and phone number (including local mailing and permanent addresses)
 3. Email address
 4. Date of birth
 5. Dates of attendance
 6. Full or part-time enrollment; registered credits for the current term
 7. Student classification
 8. Major field of study
 9. Degrees pursued or being pursued
 10. Degree conferred and dates
 11. Honors, awards, and publications
 12. Most recently attended educational institution
 13. Participation in officially recognized sports and activities, past and present
 14. Physical factors of athletes

15. Photos and videos taken or maintained by the university

vi. Directory information may be disclosed through a variety of methods including, but not limited to, paper, electronic, voice and other means. Any questions concerning the student's rights and responsibilities under the Family Educational Rights and Privacy Act should be referred to the Office of the Registrar.

4. The right to file complaints with the U.S. Department of Education concerning alleged failures by the University to comply with the provisions of the Act. The name and address of the office that administers FERPA is:

U.S. Department of Education,
Student Privacy Policy Office,
400 Maryland Avenue S.W.,
Washington, D.C. 20202-8520.

Final Examinations

All final examination periods are to be scheduled for 150 minutes in length.

Instructors who decide not to conduct a final examination or similar capstone exercise during finals week should notify their appropriate unit leader (department chair, school director, program area coordinator) in writing of this action prior to the start of an academic semester or term. Instructors should also notify unit leaders of the equivalent activities to be undertaken during the 150-minute session of the course during finals week and include this information in the course syllabi.

All students must attend the final examination period for each course in which they are enrolled. Any student who is unable to attend the final examination period must request alternative arrangements before the midpoint of the respective course. Approval of the request is at the instructor's discretion.

A student scheduled for three or more final examinations for one day, may negotiate a rescheduling of an exam. The student must notify and begin negotiation with their instructors not later than midpoint of the course(s). If the parties involved cannot find a mutually agreeable time and place, the appropriate dean's office(s) will negotiate a rescheduling of the exam periods. Any student who fails to negotiate a time change must complete all finals as scheduled.

Examinations are conducted in the same classroom used throughout the semester unless previous arrangements are made with the appropriate dean's office and the Academic Scheduling in the Office of the Registrar. Faculty should alert students to changes in the final examination times or locations no later than midpoint of the course.

Full-Time and Part-Time Enrollment Status

Fall/Spring/Summer Enrollment Status:

Status	Credits
Full Time	9 Credits or more
Half-Time	5-8 Credits
Less than Half-Time	4 Credits or less

Per the Federal Financial Aid Handbook, "minimum standards for full-time enrollment. A student's workload may include any combination of courses, work, research, or special studies that your school considers sufficient to classify them as full-time. This includes, for a term-based program, one repetition of a previously passed course that is not due to the student failing other coursework. The regulations specify a minimum standard for undergraduate students but not for graduate students."

https://fsapartners.ed.gov/sites/default/files/attachments/fsa_handbook/1718FSAHbkVol1Ch1.pdf

Note: For students enrolled in UNC's Intensive English Program (p. 30), please refer to the guidelines pertaining to enrollment status.

Full-time/Half-Time Status Exception

An exception to the minimum credit hours for a half-time/full-time status as a graduate student may be made when:

- The student is working half- or full-time (20 hours or 40 hours a week respectively) in an internship, practicum, or field experience that counts toward completion of the student's degree in the following programs during the respective academic term:
 - School Psychology, Ph.D.
 - Counseling Psychology, Ph.D.
 - Professional Counseling, Master in Marriage, Couples, and Family Counseling/Therapy, M.A.
 - School Counseling, M.A.
 - School Counseling, Ed.S.
 - Special Education, Ph.D.
 - Audiology, Au.D.

Financial Aid Eligibility Status

Although graduate students must be registered for a minimum of five credits to be considered half-time or nine credits to be considered full-time, there are exceptions. If ALL of the following qualifying conditions are present, the UNC Graduate School may authorize the Office of the Registrar to certify half-time or full-time enrollment status.

A "Certification as a Half- or Full-time Enrollment Status" form, available from the Graduate School, must be submitted each term for approval. On the form, the graduate student's program coordinator must justify why the student should be considered half-time or full-time

without being registered for the appropriate number of credits.

Qualifying Conditions:

Qualifying conditions that must be met for approval to be considered half-time or full-time:

1. The graduate student is registered for a minimum of one credit hour during the respective term in question.
 - a. **Enrollment in continuous registration and/or audit courses does not meet this registration requirement**
2. The graduate student's program coordinator/advisor submits a "Certification as a Half- or Full-time Enrollment Status" to the Graduate School that explains why the student is/was not registered for the minimum of five or nine credits during the term(s) in question.
 - a. Acceptable reason includes: The student is working half- or full-time (20 hours or 40 hours a week respectively) in an internship, practicum, or field experience that counts toward completion of the student's degree in the appropriate degree program.

Submission Dates:

The "Certification as a Half- or Full-time Enrollment Status" form must be submitted to the Graduate School each enrollment period in which an exception is required.

The "Certification as a Half- or Full-time Enrollment Status" form must be completed and submitted to the Graduate School on or before the following dates for the respective terms:

- Fall Semester – August 1st
- Spring Semester – December 1st
- Summer Semester – May 1st

No exceptions will be granted for late submissions.

If approved by the Graduate School, a "Certification as a Half- or Full-time Enrollment Status" form will be submitted to the Office of the Registrar for processing. The Office of the Registrar will subsequently notify the Office of Financial Aid and the National Student Clearinghouse on the change of the graduate student's enrollment status.

Grade Point Average

The University operates on a 4.00 grade point system. See "Grading (p. 46)" in this section of the catalog, the "Standard Grading" table contains the grade point value of individual grades.

To compute a grade point average, first remove all basic skills courses (course numbers 001-099) and all courses that carry the grades: S, U, W, UW, I, NC, and grades with

a period or asterisk(s). Multiply the credit hours for each remaining course by the grade point value of the grade. Total the credit hours and grade points. Divide the grade points by the credit hours. Grade point averages are calculated to 3 decimal points and displayed as two decimal points rounded on academic transcripts and degree evaluations.

The cumulative University of Northern Colorado grade point average (GPA) is calculated as follows:

- The credit hours and quality points are totaled for all UNC courses within the same degree level, Undergraduate (UG) or Graduate (GR).
- Students determine placement of 500-level courses toward UG or GR credit hour and quality point totals (See Course Designation Policy (p. 40)).

GPA Example:

Grade	Credit	Points	GPA
A = 4.000	3	12.000	
B- = 2.667	5	13.335	
C+ = 2.334	3	7.002	
I = N/A	N/A	N/A	
Total	11	32.337	= 2.939 GPA

Grading

Standard Grading		Quality Points
A	= superior	4.000
A-	= A minus	3.667
B+	= B plus	3.334
B	= above average	3.000
B-	= B minus	2.667
C+	= C plus	2.334
C	= average	2.000
C-	= C minus	1.667
D+	= D plus	1.334
D	= poor, passing	1.000
D-	= D minus, passing	0.667
F	= failure	0.000
S	= satisfactory - credit granted	++
U	= unsatisfactory - no credit	+
I	= incomplete	+
UW	= unauthorized withdrawal	+
W	= approved withdrawal	+
NC	= no credit (audit)	+
NG	= no grade	+
CR	= credit granted	++
Grade*	= basic skills, fresh-start, and grade forgiveness	+
Grade**	= fresh-start prior to March 1993	++
Grade(.)	= basic skills	+

⁺*Credits not used to compute grade point average (GPA) and not counted toward graduation.*

⁺⁺*Credits not used to compute GPA but counted toward graduation. “S” is a UNC assigned course grade. “CR” is non-UNC assigned course grade.*

Notes

A “**CR**” indicates credit awarded for AP, IB, CLEP, Military, and/or for courses from other institutions assigning a grade of “CR”.

A “*****” indicates basic skills, fresh-start, and grade forgiveness on a student’s records. Credits not used to compute grade point average (GPA) and not counted toward graduation.

A “******” indicates fresh-start prior to March 1993. Credits not used to compute GPA but counted toward graduation.

A “**.**” indicates basic skills coursework. Credits not used to compute grade point average (GPA) and not counted toward graduation.

A “**NC**” indicates no credit and is assigned for audited courses.

A “**NG**” indicates a no graded course and is only used for ISE 100/101 and NSE 100 course designations.

A “**W**” indicates an approved withdrawal from the course and is assigned only when the student has completed the official withdrawal processes. Credits not used to compute grade point average (GPA) and not counted toward graduation.

A “**UW**” indicates an unauthorized withdrawal and is assigned **only** when the student has **never** attended the class for which they enrolled. Credits not used to compute grade point average (GPA) and not counted toward graduation.

A “**F**”, or “**W**”, or “**U**” grade requires the submission of a last date of a student’s “academic engagement.” “**UW**” grades are only submitted when the student never attended the class. As outlined by the U.S. Department of Education (34 C.F.R. 668.22), the submission of the “Last Date of Attendance” is necessary to ensure that any student receiving a failing grade actually attended the class and, therefore, is eligible for any federal financial aid they may have received.

As defined by the U.S. Department of Education, academic engagement is defined as active participation by a student in an instructional activity related to the student’s course of study that includes, but is not limited to—

- Attending a synchronous class, lecture, recitation, or field or laboratory activity, physically or online, where there is an opportunity for interaction between the instructor and students
- Submitting an academic assignment

- Taking an assessment or an exam, participating in an interactive tutorial, webinar or other computer-assisted instruction
- Participating in a study group, group project, or an online discussion that is assigned by the institution
- Interacting with an instructor about academic matters

Academic engagement does not include activities where a student may be present, but not academically engaged, such as:

- Living in institutional housing
- Participating in the institution’s meal plan
- Logging into an online class or tutorial without any further participation; or
- Participating in academic counseling or advisement (34 C.F.R. 668.22)(I)(7)(i)(A)

UNC is required to determine academic engagement for all students. (34 C.F.R. 668-22(I)(7)(ii). (Also see Withdrawal from the University (p. 53))

Incomplete Grading:

At the discretion of the instructor, a temporary grade of Incomplete (“I”) may be given if the student demonstrates that they cannot complete the requirements of the course due to extenuating circumstances beyond their control. Examples of such circumstances include, but are not limited to: serious illness of the student; accident; or death/illness in the family. Examples of circumstances that are not extenuating include, but are not limited to: a student’s poor academic performance in class; a student’s time management and planning; and/or a student’s lack of adherence to/awareness of University policies or deadlines.

Students must have a passing grade in the course at the time that an Incomplete is requested unless the instructor determines that there are extenuating circumstances to assign an Incomplete. The grade of Incomplete may be assigned up through the last week of the course, which includes finals week.

After an Incomplete grade is given, students should NOT register for the course a second time. A grade of “I” is not used to compute grade point average (GPA) and is not counted towards graduation. Degrees will not be conferred upon students with outstanding “I” grades.

Grade change process for Incomplete grades:

- The instructor must submit to the department chair or school director, a written notice of the specific coursework to be completed before the final grade is determined as well as reasons for the Incomplete grade. A copy is kept in the school/department and one is provided to the student.
- To change an Incomplete grade, the instructor must submit the grade change request to the Office of the Registrar. Grade change requests submitted within the

first six-week period of the subsequent term in which the student originally enrolled in the course must be signed by the instructor and the school director/department chair. Grade change requests submitted after the six-week period of the subsequent term in which the student originally enrolled in the course must be approved and signed by the instructor, the school director/department chair and the Dean of the College (or designee).

- If the course requirements are not completed and the grade change not received in the Office of the Registrar within one year after the term in which the “I” was assigned, the grade will be recorded on the academic record as a failing or unsatisfactory grade. Once the Incomplete grade(s) have converted to failing/unsatisfactory, a grade change(s) will not be permitted.

For more information, please contact the Office of the Registrar at 970-351-4UNC (4862).

Minimum Grade Requirement

Courses for which “C-”, “D+”, “D”, “D-”, “F”, “U”, “W”, or “I” grades are awarded will not count towards a graduate degree program requirements.

The course syllabus contains important information regarding course requirements and the grading system utilized. It is the responsibility of the students to read the syllabus and consult the instructor if they have questions.

Grade Replacement Policy

Effective Fall 2022, the specifications of the Course Replacement Policy are as follows:

Courses repeated under this policy may not be eligible for financial aid. Veterans Benefits will not cover the cost of a repeated course in which the student previously received a passing grade. For more information, contact Financial Aid at (970) 351-4UNC (4862).

Graduate Dean’s Scholarship, graduate assistantship tuition waiver funding, and/or other institutional scholarship funds will not be applied to the cost of retaking credits. Contact the Graduate School for more information about scholarship and assistantship funding.

The provisions below are not retroactive. They only apply to those courses taken no earlier than Fall semester 2022.

- The Grade Replacement Policy only applies to UNC graduate courses that are letter-graded (A-F). The courses taken for grade replacement must be the same (prefix and number) and both courses must be taken at UNC. The course must not be designated repeatable for credit in the current graduate catalog. Pass/Fail (S/U) graded courses are excluded from this policy.

- Grade replacement can only be applied once per course for a maximum of three (3) courses and no more than nine (9) credit hours.
- To apply for grade replacement, the student must earn a grade of “B-” or lower in their first attempt. Applications for grade replacement will not be accepted for courses with an incomplete (I) grade.
- To use grade replacement, the student must submit a Grade Replacement Application to the Office of the Registrar no later than the drop deadline of courses being repeated. Applications submitted after the deadline will not be accepted. Once the grade replacement application deadline has passed, a grade replacement application cannot be withdrawn.
- The most recent letter grade (A-F) attained for a course repeated under grade replacement will count toward the cumulative GPA, even if the most recent grade is lower than the grade being replaced.
- If a student applies for grade replacement and receives a “W” or “UW” in the second attempt of a course, that attempt does not count as the grade replacement opportunity and the original grade will stand.
- All occurrences of a course and all grades earned for the course are recorded on the transcript.
- Courses are counted one time only in the total credits towards graduation.
- Grades counted toward a completed degree are excluded from this policy (e.g., course double-counted in a 4+1 BA to MA program).

Students who plan to transfer to another academic institution or plan to apply for another graduate degree should be aware that other institutions may include all grades in the GPA calculation for admission.

Students receiving federal student loans should be aware that the Standards of Satisfactory Academic Progress Policy is separate from the Grade Replacement Policy. Changes in cumulative GPA and/or deficient hours due to grade replacement will not be considered in any financial suspension appeal until the course has been completed. For questions, please contact Financial Aid at (970) 351-4UNC (4862).

If the student has received a notice of academic probation because their graduate GPA is under 3.0, they will remain on academic probation until grades are posted at the end of the semester.

Grade Submission and Corrections

Faculty must submit grades via the Web to the Office of the Registrar by 5 pm of the third working day after the end of finals week of the semester in which the course was offered. Grade changes or corrections must be submitted within the first six weeks of the following term, and must be signed by the instructor and the department chair/school

director. Changes to grades for classes taken in the fall semester are due within the first six weeks of the spring semester; changes to grades for classes taken in the spring are due the first six weeks of the summer; changes to the grades for classes taken in the summer are due the first six weeks of the fall semester. Grade change requests submitted after the six week period must be approved and signed by the instructor, the school director/department chair and the Dean of the College (or designee). Once final course grades are submitted to the Office of the Registrar, other than an Incomplete, no grade change can be made based upon course work completed after the term has been completed. Grade change forms are available in Ursa, under the Faculty tab. No grade change forms delivered by students will be accepted. No grade changes will be accepted for courses that have been applied to an awarded degree and/or certificate/licensure program.

Immunization Regulation

Colorado State Immunization law requires all University students born after January 1, 1957, to submit proof of two MMR (measles, mumps, and rubella) vaccines. Students must submit immunization records prior to registering for classes at UNC. **Students who fail to comply with this requirement will not be allowed to register.**

Individuals who are unable to be immunized due to medical, religious, or personal reasons are exempt from this regulation when they file exemption through the State of Colorado Department of Public Health. In the event of an outbreak of illness on campus, individuals who do not have proof of immunization or who have filed a Certificate of Exemption form will be subject to exclusion from classes and residence halls and will be quarantined. The University is not responsible for any liability the student may suffer due to an exclusion and/or quarantine.

It is a UNC requirement for all incoming international students from countries where TB is endemic to undergo TB screening at the start of their first semester at UNC. Proof of a QuantiFERON TB screening test must be submitted to Student Health Services by the 10th day of classes of their first semester at UNC. Students who fail to comply with this requirement will have a hold placed on their registration. Students should contact the Center for International Education (CIE) office at 970-351-2396 for additional information about this requirement.

The Meningitis vaccine is required for freshman living in student housing, unless they read and sign the Meningococcal Information and Waiver Document. This document is provided by Residence Life and Education as part of the online housing contract. For all other students the Meningitis vaccine is highly recommended. Students interested in getting the Meningitis vaccine should contact the UNC Immunization Coordinator at 970-351-1919 for further information on how to obtain this vaccine.

Additional Immunization documents may be required by certain programs.

UNC currently requires all students to submit Covid vaccine documentation or exemptions through the secure student portal. This documentation is separate from other immunization requirements. For all immunization requirement instructions go to www.unco.edu/student-health-center/immunization-requirements.aspx.

Insurance Requirement for All Students

www.unco.edu/student-health-insurance-program/

All Undergraduate students taking 9 or more credit hours and all Degree Seeking Graduate students taking 6 or more credits per semester, regardless of the type of class (on campus, off campus, online only) are required to have full coverage health insurance.

Students who meet the credit hour criteria will be automatically enrolled in the UNC Student Health Insurance Plan and the cost will be added to your UNC student bill. Students have the option to waive out of the UNC Student Health Insurance Plan by completing the online insurance waiver showing proof of comparable coverage prior to the deadline, which is always the 10th day of classes each semester.

If a waiver is completed for the UNC Student Health Insurance Plan for Fall semester, the enrollment and subsequent charge for Spring semester will also be waived. If you have questions regarding re-enrollment in the UNC Student Health Insurance Plan, contact the Student Insurance Office at 970-351-1915.

Please note: All international students regardless of the number of credit hours will be charged for the UNC insurance plan. To be eligible to waive participation in the UNC-sponsored health insurance plan, UNC's Board of Trustees, generally speaking, allows for U.S.-based equivalent insurance coverage as a basis for waiver. In other words, such plans must be comparable with Gold or Platinum plans under the Affordable Care Act (ACA), and provide coverage for all benefits and services included in the UNC SHIP plan. All international students must follow the waiver process through the Center for International Education website. Deadline for the waiver is the 10th day of classes.

Military Tuition Assistance Return Policy

Tuition Assistance (TA) is awarded to a student under the assumption that the student will stay enrolled at their current institution for the entire period for which the TA is awarded. If a student withdraws before the completion of a term, the student may no longer be eligible for the full amount of TA funds that they were originally awarded.

In order to comply with Department of Defense policies, the University of Northern Colorado will now return any unearned TA funds on a prorated basis. The prorate refund will be issued to the branch of military service that originally issued it. No refund will be issued to the student.

If a student stops attending due to a military service obligation, the University of Northern Colorado will work them to identify if any solutions are available that will not result in student debt for the returned portion.

For further assistance, please contact the SCOs in the Office of the Registrar, at Bear Central in the Campus Commons at 970-351-4UNC (4862) or email va.sco@unco.edu.

Name Change

Application for admission to the University requires students to use their legal name. The legal name must be the name that is recorded on legal documents such as a driver's license, birth certificate, passport, social security card, alien registration card, certificate of naturalization, etc. If a student changes their legal name, the University will require proof of the new legal name recorded on a legal document, which can include a marriage license, adoption record with new birth certificate, divorce decree, court order, etc. The legal name is imperative at both the state and federal level reporting (e.g., financial aid, College Opportunity Fund, employment, immigration).

Name In Use

A first name by which an individual wishes to be identified, that is other than the individual's legal name, is a "name in use." UNC will provide a process to include a name in use for any student's first name in UNC's information systems. While UNC will work toward primary use of the name in use, students should be aware that the use of the legal name will continue to be necessary in multiple communications and processes due to UNC business or legal requirements and/or system limitations.

UNC reserves the right to deny a request to include a name in use in its information systems if the request is fraudulent, carries connotations offensive or indecent, or violates the Board Policy Manual, University Regulations and/or Student Code of Conduct. Issues relating to such matters may be referred to the Dean of Students Office for consideration and resolution.

UNC will investigate reports of misuse and abuse of the name in use process/policy statement. Depending on the circumstances, those involved in such investigations may include Human Resources, Dean of Students, Provost, University Counsel, and/or appropriate law enforcement agencies.

The university also reserves the right to remove a name in use that is deemed misrepresentative and suspend the individual's privilege to update their name in use.

Pronoun in Use Information

For the purpose of this policy, pronouns refer to the personal, possessive, and reflexive words that replace proper nouns in different parts of speech/communication/writing that may denote gender, and by which an individual wishes to be identified. The University of Northern Colorado (UNC) embraces the diversity of its students. As an inclusive practice, UNC has implemented an optional process for students to designate their pronouns to the institution. It is our goal to have students' identities affirmed and their pronouns used appropriately in every aspect of campus life. Pronoun information can be designated by the student on the admissions application or by completing and submitting the Individual Data Change Request Form found on the Registrar's website.

We encourage students to report issues relating to pronoun usage to the Dean of Students Office for consideration and resolution. Depending on the circumstances, those involved in such investigations may include Human Resources, Dean of Students, Provost, University Counsel, Office of Institutional Equity & Compliance, and/or appropriate law enforcement agencies.

Special Characters in Name Usage

The use of special characters in an individual's name is recognized and important to the University. All attempts are made to ensure the use of special characters in an individual's name. However, the University uses multiple database systems, both internal and external, where certain special characters are incompatible with the database field structures requiring the removal of the special character.

Name In Use/Graduation Ceremonies

Students may provide their name in use at the point they apply for graduation on the graduation application. Students with a name in use on file with the Office of the Registrar, and who wish to apply their name in use for graduation ceremonies and commencement program publication, must submit an Individual Data Change Request Form or Graduation Application by the graduation application deadline. For information on protocols, please visit the Graduation Deadlines site.

If a student chooses a name in use in place of a legal first name prior to the graduation ceremony, and in the commencement program (not transcripts or diplomas), and they did not make the request on the Graduation Application, they must submit an Individual Data Change Request Form. The student will then select the appropriate box to override one's legal first name, and substitute the name in use for the legal first name at the ceremony.

If a student uses their middle name as a name in use, we recommend that they request removal of their middle name to prevent duplication. Should a student choose not to delete their middle name from the system, and their middle

name is the same as their name in use, the middle name will be omitted from the program. Please see the Name in Use FAQs for more information.

Changing your name in use on the graduation application will also impact:

- Housing contracts
- Recreation Center
- Student online directory
- Canvas
- Library Checkout
- Career Services (Handshake)
- Student Email address

A student's legal name will be published on diplomas and official transcripts.

This policy statement may be modified or rescinded at the discretion of UNC.

Off-Campus Activity and Field Trip Disclaimer

As part of the courses and extracurricular activities offered by the University, students will be encouraged to attend campus events or engage in off-campus activities as a supplement to their on-campus instruction and education. These activities may include travel to foreign countries or other states as well as in-state field trips. Students may be expected to provide their own transportation to and from such activities, or the University may arrange or otherwise provide transportation.

Under any circumstance, however, the University requires its students to maintain appropriate insurance and be responsible for their conduct and activities at all times, on- or off-campus. The University requires its students to comply with all laws and to assume all responsibility and liability for their actions and conduct while attending, being involved in or traveling to and from any off-campus activities, whether for required or voluntary activities.

Parking Regulations

The mission of UNC Parking Services is to manage an efficient and self-supporting system of parking lots for the campus. We will design and maintain our lots to enhance safety and an orderly traffic flow. We will enforce Parking Rules and Regulations so that our patrons receive the best service possible. Students, Faculty or Staff who wish to park on campus can purchase a parking permit from Parking Services (Gray Hall) or go online at www.unco.edu/parking. Visitors and short-term guests can purchase Visitor's Permits at Parking Services or Daily Permits from one of the many dispenser units located across campus. UNC's parking lots are enforced all year, as per the signage at the entrance to each lot. No tax revenue, student fees or tuition funds are received or used for parking facilities.

Plagiarism

The following is UNC's approved definition of plagiarism: Plagiarism is the act of appropriating the written, artistic, or musical composition of another, or portions thereof; or the ideas, language, or symbols of same and passing them off as the product of one's own mind. Plagiarism includes not only the exact duplication of another's work but also the lifting or a substantial or essential portion thereof.

Regarding written work in particular, direct quotations, statements which are a result of paraphrasing or summarizing the work of another, and other information which is not considered common knowledge must be cited or acknowledged, often by listing author(s) and year of the cited source. Quotation marks or a proper form of indentation shall be used to indicate all direct quotes.

As long as a student adequately acknowledges their sources and as long as there is no reason to believe that the student has attempted to pose as the originator, the student will not be charged with plagiarism even though the form of the acknowledgement may be unacceptable. However, students should be aware that most professors require certain forms of acknowledgement and some may evaluate a project on the basis of form.

Posthumous Degrees

Students who die during their academic programs may be awarded posthumous degrees.

1. The request to award a posthumous degree may be initiated by the decedent's family, the major department/school/program area, or college, as well as by the Dean of Students.
2. The CAO, in consultation with the Dean of Students, shall determine whether the student had made reasonable progress toward degree completion and did not have a significant disciplinary incident.
3. If the conditions in (2) are met, the Registrar shall withdraw the student from all unfinished courses the student was enrolled in at the time of death (if applicable), order the appropriate diploma, and arrange for the decedent to be listed in the first available commencement program.
4. The Registrar shall send notice of the posthumous degree award to the President, the CAO, and the decedent's major department/school/program area and college.
5. The President shall write a letter to the decedent's family announcing the posthumous degree and the date of the commencement ceremony at which the degree shall be awarded.

Semester System

The University of Northern Colorado follows the early semester system in which the academic year is divided into

two instructional semesters of approximately 15 weeks each. The academic year (fall, spring) begins in late August and concludes in mid-May, with a vacation break between the semesters. Courses are offered online during the vacation break starting after fall courses have ended and finishing prior to spring courses starting. A full slate of courses is offered during the summer semester. Students enrolling in the University for the first time may do so before the beginning of any semester.

Transfer Credit

A student who wishes to transfer credit from another university must obtain and complete a *Transfer of Credit* form at www.unco.edu/graduate-school/pdf/Transfer-of-Credit.pdf and must obtain an official transcript(s) showing the course(s) to be transferred. The student must then present the completed form and an official transcript(s) to the program advisor for approval or disapproval. If the program advisor approves and signs the form, it must be sent to the Graduate School along with the official transcript(s) for final approval or disapproval. This process must occur no later than three weeks prior to the end of the semester that the student plans to graduate. Courses requested for transfer must meet all criteria for credit transfer and be approved by the Graduate School.

- Transfer work is not used in the calculation of the graduate grade point average.
- Transfer credit will not be accepted if the work was used to obtain a degree or is included as part of another degree at any institution.
- Transfer work must be approved by the school and must be “A”, “A-”, “B+”, “B” or “B-” work.
- Transfer credit cannot be used to meet any residency requirement.
- Transfer credit cannot be used to make up “C-”, “D+”, “D”, “D-”, “F” or “U” grades received in required courses. Courses graded “S/U” are not transferable unless documentation can be obtained from the originating institution stating that the “S” grade granted is equivalent to an “A”, “A-”, “B+”, “B” or “B-” grade.
- All program requirements, including transfer work, must be completed within the time limits of the degree program, i.e., five years for the master’s degree, six years for the specialist degree, or eight years for the doctoral degree.
- Transfer courses must be numbered as graduate level according to the course numbering system at the originating institution.
- Transfer courses must be from accredited institutions of higher education that offer equivalent level degrees (e.g., doctoral degrees if transferring graduate credit into a doctoral program).

The University of Northern Colorado only accepts credit from institutions of higher education holding full regional accreditation from one of the following agencies:

- Middle States Association of Colleges and Schools
- New England Association of Schools and Colleges
- The Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools
- Northwest Commission on Colleges and Schools
- Southern Association of Colleges and Schools
- Western Association of Schools and Colleges

To find out if your previous college or university is regionally accredited by one of these agencies, visit ope.ed.gov/accreditation/.

Transcripts received from other academic institutions are the property of the University of Northern Colorado. Transcripts submitted to the University of Northern Colorado for admission or credit transfer become the property of the University of Northern Colorado and will not be returned to students, forwarded to third-party recipients or other educational institutions.

Student Complaints

If a disagreement regarding the transferability of credits for coursework or a degree occurs between a student and the institution, the Colorado Department of Higher Education will facilitate an expeditious review and resolution of the matter. Complaints can be filed at higher.ed.colorado.gov/filing-student-complaint. The Colorado Commission on Higher Education shall have final authority in resolving transfer disputes.

Transcripts

Official transcript requests are made through the Office of the Registrar. There is a fee for each transcript ordered. Appropriate request procedures and fee payment options are outlined at www.unco.edu/registrar/etranscripts.aspx.

Educational institutions or third party transcript processors who are requesting official UNC transcripts on behalf of a student must submit the following:

- A third party records release signed by the student, no digital signatures will be accepted, which includes the student’s name, previous names, dates of attendance, date of birth, and last 4 digits of the SSN (optional).
- A third party may use its own record release form if it provides all the information listed above. UNC’s release form can be found at www.unco.edu/registrar/pdf/3rd-party-release-form.pdf.
- For additional information on ordering and how to submit requests please visit: www.unco.edu/registrar/etranscripts.aspx.

Third parties who may request transcripts on behalf of students may include:

- Accredited educational institutions
- Transcript processing companies
- Military
- Law firms, legal counsel
- Government institutions

Third parties who may not request on behalf of a student:

- Parents
- Spouses
- Family members
- Private employers
- Others with no legitimate educational interest

The University of Northern Colorado retains the right to deny any third party request, in which the university feels the student would be best served by requesting their own transcripts.

University Withdrawal

Voluntary Withdrawal from the University

Website: www.unco.edu/registrar

Pursuant to U.S. Department of Education (34 CFR 668.22), notice of intent to withdraw at the University of Northern Colorado occurs when a student notifies the Office of the Registrar of their intent to withdraw (via telephone, in person, or through written notification).

The date a student notifies the Office of the Registrar of their intent to withdraw will be used as the official withdrawal date from UNC. Please note that if a student sends a letter to the Office of the Registrar to provide notification of intent to withdraw, the official withdrawal date is the date that the letter is received by the UNC Registrar.

When withdrawing from a course(s), the student will be charged 100% tuition.

Current withdrawal deadline dates are published on the Office of the Registrar website.

In some instances, UNC may use a student's last documented date of attendance or academic engagement in an academically related activity in one or more courses as the official withdrawal date, if the date of attendance or academic engagement occurred after the official notification described above.

Students who wish to withdraw completely from all courses in the current semester, whether planning to return to UNC or not, must contact the Office of the Registrar at 970-351-4UNC (4862) to begin this process.

Requesting information about withdrawal, such as the potential consequences of withdrawal, does not constitute an official notification of intent to withdraw from the University of Northern Colorado.

Withdrawals must be completed by the complete schedule withdrawal deadline of the full semester. Withdrawals after the deadline will not be permitted. See the Special/Short-Semester Course calendar for courses that do not meet for the full semester.

If a student withdraws from UNC due to extenuating circumstances, or an incident of such trauma and proportions that the student could not have reasonably been expected to possess the capabilities necessary to complete the academic period satisfactorily or complete the University withdrawal process described above, UNC will determine the withdrawal date that most accurately reflects when a student ceased academic attendance or academic engagement (See Grading Language, Academic Attendance). In such cases, students must file the appropriate appeal form located on the Office of the Registrar's website.

In some instances, a second party (e.g., Dean of Students personnel, Counselor, etc.) may provide notification of student's intent to withdraw to the Office of the Registrar when circumstances prevent the student from following the standard withdrawal process.

In cases where a student is dismissed administratively (e.g., expelled), UNC will use the date that the institution terminates the student's enrollment as the official withdrawal date.

A student with financial aid should contact the Office of Financial Aid at 970-351-4UNC (4862) prior to withdrawing to determine the effect of the withdrawal on financial aid. The website of the Office of Financial Aid may be found at www.unco.edu/financial-aid/applying-for-aid/current-student.aspx.

The Office of Financial Aid will use the official withdrawal date documented by the Office of the Registrar for the purpose of calculating the return of Title IV funds.

Students will receive a grade of "W" on the transcript for each course that has not been completed. The grade of "W" does not impact the student's GPA. Grades for courses that have been completed during the current semester will remain on the transcript.

Financial Aid Recipients

The Office of Financial Aid will use the official withdrawal date documented by the Office of the Registrar for the purpose of calculating the Return of Title IV funds. Students who fail to attend classes may have to repay part or all of Title IV funding received.

Students who withdraw from school prior to completing 60% or a term may be required to repay a portion of

the federal financial aid received for that term. Federal aid includes Federal Stafford Loan, Federal Perkins Loan, Federal PLUS Loan, Federal Pell Grant, and Federal Supplemental Education Opportunity Grant. Students may also become ineligible for future aid — see “Standards of Satisfactory Academic Progress”.

Students who receive all “F” or “UW” grades will be classified as an “Unauthorized Withdrawal” and the Office of Financial Aid will use the official last date of attendance documented by the Office of the Registrar, if available, for the purpose of calculating the Return of the Title IV funds. Students planning to leave school, it is important to follow the formal withdrawal procedures with the Office of the Registrar and understand the financial obligations.

For more information on how your withdrawal will impact financial aid, please visit www.unco.edu/financial-aid/.

Housing and Residential Education and Dining Services

Housing & Dining contracts are for the full academic year (both fall and spring semesters). You must remain in the University’s housing program if enrolled in 6 or more credits.

Housing and Dining Services will charge a daily rate (per diem) to students who withdraw from the University through the Drop Deadline (10th day of classes). After that date, students are charged in full for their room and board contract. For more information, please contact housing@unco.edu, diningservices@unco.edu, or visit www.unco.edu/living-on-campus/.

NOTE: The Housing deposit is non-refundable after the cancellation deadlines listed in the terms & conditions for Housing & Residential Education. The Housing deposit will be forfeited for all students that withdraw or are enrolled in fewer than 6 credits.

Withdrawal for Call to Active Military Duty

UNC will assist any student called to active military duty with reasonable accommodations to ensure the best possible transition to and from UNC. Depending on when during the semester the student is called to active military duty, different options may be available including university withdrawal, late withdrawal, late drops, or course incompletes.

Students are encouraged to work with the School Certifying Officials (SCOs) located in the Office of the Registrar in Bear Central at Campus Commons as a primary point of contact. SCOs can help students explore the options available to them. Contact email for the SCOs is va.sco@unco.edu.

University Withdrawal for Call to Active Military Duty During Term and/or Between Terms (Undergraduate Students):

Students seeking a complete withdraw and appeal of tuition charges as a result of being called to active military duty, should complete the Called to Active Military Duty Form.

NOTE: this form will require a copy of Title 10 or Active Duty Orders.

University Withdrawal for Call to Active Military Duty During Term and/or Between Terms (Graduate Students):

Students seeking a complete withdraw and appeal of tuition charges as a result of being called to active military duty, should complete the Called to Active Military Duty Form.

NOTE: this form will require a copy of Title 10 or Active Duty Orders.

Returning to UNC (Undergraduate Students):

Admitted, but never attended:

If a student was admitted to UNC and did not attend due to deployment, they may be required to submit a new application for admission. For deferral information, please see link.

Attended UNC in the past:

If a student has attended UNC in the past, had to leave for deployment, and would now like to return, they will need to:

Complete the Returning Student Application to update student status.

The Returning Student Application asks which semester the student plans to return to UNC. Student should work with their academic advisor for registration and planning purposes.

If a student left UNC on academic probation or suspension see www.unco.edu/advising/probation-support.aspx.

Returning to UNC (Graduate Students):

Returning Masters and Specialists graduate students will not be charged the Continuous Registration (p. 17) fee for up to one year. After one year of non-enrollment, these students must complete a Graduate Student Petition for Exception form, with the support of their program, requesting that their program be reopened.

Returning Doctoral graduate students will be charged the Continuous Registration (p. 17) fee for up to one year of non-enrollment. After one year of non-enrollment, these students must complete a Graduate Student Petition for Exception form, with the support of their program, requesting that their program be reopened.

Important note: If a student was admitted to UNC but was not able to enroll due to deployment, they may be required to submit a new application for admission and new supporting documents depending upon the original term of admission. Enrollment deferrals of up to one year beyond the original term of admission are allowed in such cases but must be arranged in advance; deadlines apply.

For questions about the return process (for students who have enrolled) or about obtaining an enrollment deferral (for newly admitted students), please contact the Graduate School at 970-351-2831.

PROGRAM REQUIREMENTS

Program Information

Change of Catalog Term

A student may change at any time to any subsequent catalog year as long as they attended UNC during that academic year. This change requires academic advisor approval. If a student's major or minor has changed names in the subsequent catalog, the student must complete a Change of Program form.

Advising

Each student will be assigned an academic advisor upon acceptance into a graduate program. Only members of the graduate faculty are authorized to serve as program advisors for graduate students. The program advisor is responsible for helping students be aware of and understand the expectations and requirements of their academic programs (e.g., degree requirements, deadlines, program and University policy). Program advisors are responsible for assisting students with questions regarding their academic programs and professional guidance. These responsibilities include explaining Graduate School policies and procedures, expectations for comprehensive examinations, theses, doctoral scholarly project, or dissertation, and internships, as guided by program, department, school, university and Graduate School as well as professional conferences and publications. Any deviations from published program requirements or plans of study are communicated to the Graduate School, in writing, by the program advisor to assist the graduation check process. It is the responsibility of the school/department to notify the Graduate School of the advisor assignment and any change in advisor assignment.

The importance of the program advisor cannot be overstated. Program advisement includes all aspects of students' present and future academic and professional planning. It is often the program advisor who is able to help students conceptualize their academic program within the context of their own professional goals and aspirations. This responsibility is likely to involve extensive discussions of academic or professional goals well beyond the current program.

Comprehensive Examinations

Also see specific degree requirements. Records of written comprehensive examinations are maintained in the program area for a period of 12 calendar months. These examinations are confidential and available only to the student who completed an exam and program or school faculty to address potential appeals and/or questions of administration and grading procedures. Students may

request to review their comprehensive examination but may not be allowed access to written responses of other students. Program faculty may use past comprehensive examination responses as models for instructional purposes as long as all student identifications are removed by faculty.

Graduation

Degrees and majors are approved through the Colorado Department of Higher Education. Students may not pursue both an undergraduate and a graduate degree program simultaneously without prior approval from both the Office of the Registrar and the Graduate School.

Application for Graduation

Students who intend to graduate must apply for graduation through the Graduate School. A \$50.00 non-refundable graduation application fee will only be charged one time per degree and is applied to a student's account.

To apply:

- Application for Graduation in a Doctoral Program - unco.co1.qualtrics.com/jfe/form/SV_6SG6Bm3mpFbqstv
- Application for Graduation in a Master's/Specialist Program - www.unco.edu/graduate-school/pdf/Masters-and-Specialist-Graduation-Application.pdf

Graduation Requirements

Graduation requirements are checked in accordance with the UNC Graduate Catalog and Degree Works. The student must specify the Catalog under which they wish to have their degree requirements be evaluated and must meet all published degree requirements in that Catalog. The Catalog used to meet degree graduation requirements is normally the one published for the academic year during which the student first enrolls after admission to the university.

The student may select any subsequent Catalog up to and including the current one, provided the student was in attendance at the university during that academic year. However, a student may not choose to meet partial requirements in one version of the Catalog and other requirements in another version of Catalog. See University Catalog Policy.

To graduate in any given semester:

- The student must submit a complete application for graduation to the Graduate School by the published deadline, and

- All graduation requirements must be completed (with relevant documentation submitted to the Office of the Registrar and Graduate School, as necessary) by the Wednesday prior to the date that diplomas are released for the semester.

Degrees are not awarded during the Interim Winter Session; students who complete their graduation requirements in an Interim Winter Session are considered graduates of the subsequent Spring semester.

Participating in the Commencement Ceremony

In order to participate in a Fall or Spring commencement ceremony, doctoral students must be admitted to candidacy and all students must be on the tentative graduation list prior to the date of the respective commencement ceremony. If students have not applied for graduation they will not appear on any graduation list. Students will not receive their degree diploma until they submit an application for graduation.

There is no Summer commencement ceremony; all Summer graduates are invited to participate in the Spring or Fall ceremony.

Degree Conferral Policy

Academic records are final upon degree conferral. Under no circumstances will changes be made to academic record after degree conferral.

Diploma Release

Concentration and minors are not printed on the diploma. Only the degree and major(s) are printed on the diploma.

Diplomas will be released two weeks after the release of official transcripts.

Diploma mailing addresses must be updated/provided at least three weeks before the release of diplomas. If the student does not provide a diploma mailing address by that time, the student's diploma will be mailed to their permanent address. In the event there is no permanent address on file, the parent address will be used instead. If the student does not have an active mailing address on file, their diploma will be held for one year. After one year, a fee will be required to re-issue the student's diploma.

The student may change their Diploma Mailing address through the Update Addresses and Phones link up to three weeks before the diploma release date.

The student's diploma will not be released if the student has a hold on their account. If the student's hold is released after the release date of diplomas, please contact the Graduate School at grad.school@unco.edu or 970-351-2831

For exact deadlines, please visit the Graduate School website: [unco.edu/graduate-school/student-](http://unco.edu/graduate-school/student-resources/preparing-for-graduation/graduation-deadlines.aspx)

[resources/preparing-for-graduation/graduation-deadlines.aspx](http://unco.edu/graduate-school/student-resources/preparing-for-graduation/graduation-deadlines.aspx)

Letter of Completion

Usually, an official transcript is proof of completion of a degree. If a student needs proof of the degree prior to the availability of official transcripts with degree indicated, the student may contact the Graduate School in writing, for a letter of completion. A letter of completion can be issued only after all the degree requirements have been officially verified as complete, including posting of grades for the current semester by the Registrar.

Petition for Exception

Graduate students may petition to be excepted from certain procedures, rules, policies, and requirements within the purview of the Graduate School. Students discuss the need for the Petition with their academic advisor prior to submitting the request to the Graduate School. Students may not file a petition for exception when they are actively engaged in the academic appeals process. The petition must include the specific policy or guideline from which the student desires to be excepted, a clear rationale for the exception, and a description of how the exception, if granted, would enhance the academic program, allow the continuation of a productive academic program, allow recovery from lost opportunity due to health or traumatic events or allow the student to profit from unique educational opportunities impeded by Graduate School regulations. Requests for an extension of program time limit, must document the specific academic and degree requirements to be completed and provide a detailed timeline for each task to be completed. Similarly, students submitting a petition to be readmitted to their degree program following termination due to failure to continuously enroll for more than one year, must indicate the degree requirements to be completed and a specific timeline for completion. Signatures of the program advisor and school director or department chair are required on this form prior to submitting the request to the Graduate School. Faculty signatures indicate approval of and support for the request. Petitions submitted without the required signatures will be returned to the student. The *Graduate Student Petition for Exception* form is available in school offices or on the Graduate School website: www.unco.edu/graduate-school/pdf/Graduate-Student-Petition-for-Exception.pdf

Program Termination

A student's degree or certificate program may be terminated for one or more of the following reasons:

- The major school/department recommends that the student's program be terminated based on an overall evaluation of the student

- The graduate student has not maintained a cumulative grade point average of 3.00 in graduate level courses. A graduate student may not graduate with a cumulative grade point average below 3.00. If student's cumulative grade point average drops below 3.00 after taking at least 9 graduate level credit hours, a warning letter will be sent to the student. The degree program of a student who has been sent a warning letter will be terminated if the student's grade point average is below 3.00 after completing an additional 9 or more graduate level credit hours in which grades of "A," "B," "C," "D," or "F" are earned. All grades earned during the semester which the 9th hour is earned are used in the calculation of the grade average;
- The student fails the retake of the written comprehensive examination or its approved equivalent as reported to the Graduate School by the student's program;
- The student fails the retake of the oral comprehensive examination as reported to the Graduate School by the student's program;
- The student fails to meet the "may pass" conditions stipulated after the dissertation defense or oral comprehensive exam; or
- The student submits an unsatisfactory thesis, dissertation or doctoral scholarly project as determined by the student's program and the Graduate School.

The following procedures must be followed prior to submitting a recommendation to discontinue a graduate student's program for causes other than poor academic performance:

- The student must be informed of the pattern of behavior or incident(s) that has given rise to concern among the school/department faculty members and that led to the recommendation for program discontinuation. These concerns should be documented or, in the case of doctoral students, noted in the student's annual progress review.
- A master's student must be given an opportunity to meet with and address the observed behavior or incident with the student's advisor or program coordinator. A doctoral student must be given an opportunity to meet with the school/departments Graduate Program Committee (GPC) or with the student's doctoral committee for school/departments with no graduate program committee. Following the meeting, the GPC or doctoral committee must either reassert the concerns or withdraw the concerns in writing to the department chair or school director.

If the complaint arises from an unprofessional behavior or other behavioral concerns, the student will be given a clearly defined probationary period during which clear behavioral objectives are provided to either rectify the

concerns or change the behavior. Clear means of assessing improvement will be provided.

If the complaint results from an egregious violation of laws or published university or school/department policy, rules or professional ethics, clear documented evidence of the incident(s) must be provided with the recommendation.

Readmission Subsequent to Program Termination

A student whose degree program has been terminated may be considered for admission to a different degree program. Students may not reapply or be readmitted to the terminated program. The following policies apply:

- The student must apply for admission to a different degree program.
- If admitted, the student must complete all standard requirements of the program to which they have been admitted.
- A maximum of 9 semester hours from the terminated program may be counted in the new program if approved by the new program advisor and the Graduate School.

If the student's former program was terminated due to failure of the retake of the comprehensive examination or its equivalent, the student will be allowed only one opportunity to pass the comprehensive examination or approved equivalent in the new program.

Research Involving Human Subjects

Institutional Review Board (IRB)

Before any research involving human subjects can be conducted under the auspices of the university, an Institutional Review Board (IRB) review is required. Data from human subjects are not to be collected until *written approval is received* by the student from the University's Institutional Review Board. The main considerations and responsibilities of the IRB are to assure that ethical standards and the protection of human rights are maintained in any research conducted while at the student is enrolled at UNC.

Researchers are advised to obtain and submit an IRB application early in their research process to allow time for a thorough review. Information about UNC's IRB's process and the link to IRBNet (the web-based IRB application portal) can be found on the Office of Sponsored Programs website: www.unco.edu/research/research-integrity-and-compliance/institutional-review-board/.

Student Liability

To protect against liability claims, all research involving subject consent requires a statement informing potential subjects that their participation is not covered by university liability insurance. The subject consent form must include the following statement:

If injuries occur during the course of research, subjects are advised that the University of Northern Colorado is a publicly-funded institution of higher education and as such, liability may be limited under and governed by the Colorado Governmental Immunity Act.

The State of Colorado's Risk Management Division (the unit responsible for UNC's liability insurance) has concluded that student researchers are not protected by the state against claims unless they are student employees, interns, or authorized volunteers assigned to a research project (most student researchers would not be). This means that most graduate students working on their master's theses or doctoral dissertations are not protected by the state of Colorado against claims resulting from their research.

This decision has serious implications for student researchers who are working with human subjects. Any student researcher who is placing subjects at some level of risk should be concerned. For example, student researchers are engaged in a variety of activities that could potentially harm their subjects (e.g., they draw blood, conduct therapy sessions, and evaluate physical conditioning). Regardless of how responsible researchers may be, accidents can happen. Though the researcher is ultimately responsible for the health and safety of research subjects, low risk research, as defined by Health and Human Services (HHS) Guidelines and described in the *Procedures for Research Involving Human Participant*, may not be recommended for special liability insurance coverage.

For moderate to high risk procedures, the IRB committee will strongly recommend that student's purchase liability insurance either through a professional association or an alternative source.

Master's Degree Requirements

Drop of a Double Major

A student with a double major may drop one of the majors before taking either comprehensive examination only if they have a UNC grade point average of at least 3.00 in the major being dropped. Once a student has taken the comprehensive examination for one of the majors, neither major can be dropped.

Courses and Credit Hours

The university requires a minimum of 30 semester hours for a master's degree. This includes at least 24 semester hours of discipline content courses. Chemistry and Biological Sciences master's programs require a minimum of 20 semester hours of discipline content courses. Programs may have requirements that exceed the minimum standards established by the university.

A maximum of three semester credits of 513 (Professional Renewal) may be counted toward the master's degree.

Transfer Credit

Students must complete a minimum of 24 credits (80%) through the University of Northern Colorado as part of their master's degree. Thus, students can transfer up to six (6) qualifying credits (e.g., credits earned within the last five years, with a grade of "B" or better) from an accredited institution, that offers graduate degrees, into a 30 credit hour degree program. If the program requirements exceed the minimum 30 credits, students are allowed to transfer additional credits as determined by the school or program faculty (no more than 20%). Students are encouraged to check school policies regarding transfer of credit.

These policies allow programs that exceed the 30 credit minimum for a master's to establish school transfer limits and guidelines that exceed minimum requirements. As long as the minimum number of credits through UNC are observed, transfer credit allowances to students will be determined by program faculty and can vary on a case by case basis. The Graduate School will not approve students for graduation with fewer than the required UNC credits.

Program Requirements

Thesis Committee

Master's students' thesis committee is comprised of at least two members from the student's school/department who hold current Graduate Lecturer, Graduate Faculty or Graduate Faculty with the Doctoral Research Endorsement status.

Master's Thesis in Lieu of Comps

Whether the master's thesis is to be completed as an additional program requirement or as a project in lieu of the written comprehensive examination, a thesis committee is required. If the thesis is in lieu of the written comprehensive examination, school/department procedures for determining eligibility are used prior to conducting the thesis research. Thesis committee members must sign the final document indicating successful completion of the thesis.

If the master's thesis is required in addition to the comprehensive examination, the student needs to submit the thesis signed by two graduate faculty members to the Graduate School upon completion for an editorial review. The Graduate Dean will be the final approval signature on the thesis.

If the student plans to complete a thesis, whether in lieu of the comprehensive examination or in addition, the student must register for a minimum of six (6) semester hours of 699-Thesis. No more than six hours of thesis may be applied to the minimum credit requirements of a student's program.

Written Comprehensive Examinations

Each master's degree student must pass a written comprehensive examination or otherwise show competency in the discipline by successfully completing a specified equivalent that has been approved by the Graduate Council (thesis or project in lieu of comprehensive examinations). Defense of a project or thesis in lieu of comprehensive examinations is equivalent to administering the comprehensive examination.

School/department faculty are responsible for determining the student's eligibility for taking the examination as well as scheduling the time, date, and place of the examination. This examination or its approved equivalent may not be taken until the student has:

- been granted regular admission to the program
- completed school/department-specified course requirements
- maintained a GPA of at least 3.0 in their program
- received approval from the program advisor.

Application

The student will apply in the academic school/department office for the written comprehensive examination or to defend the thesis before the thesis committee. The comprehensive examination permit is valid only for the semester that it is issued. The program advisor must be consulted for information regarding examination format, procedures, time, date, and place.

Students should not wait until they have been notified of comprehensive examination results before applying for graduation. If the student plans to graduate at the end of the semester in which they take the comprehensive examination or complete the approved equivalent, the student must apply for graduation within the published deadlines.

- Once the comprehensive examination session begins, it is considered a take of the examination. If the student leaves the examination session and does not return, the examination will be considered taken and the exam will be evaluated accordingly and reported to the Graduate School.

Results

- Once the examination has been evaluated or the project/thesis has been defended, the program advisor must return the signed report form to the Graduate School indicating a pass or failure of the examination. If the student plans to graduate, submitting the comprehensive exam result must be done on or before the published deadline to submit the results of the written comprehensive examination for that semester. Program advisors should provide students with their individual examination results.

- A retake may not be scheduled during the same semester during which the original examination was completed. Failure of the retake of the examination or its equivalent will result in the termination of the student's degree program.
- Results must be reported to the Graduate School within one semester or be retaken.

Filing the Thesis

- All students must follow the program and Graduate School guidelines for writing the master's thesis, found on our website at www.unco.edu/graduate-school/student-resources/current-students/thesis-capstone-dissertation-resources.aspx.
- After committee members sign off on the thesis, an electronic copy of the thesis and two (2) original signature pages should be submitted to the Graduate School for an editorial review and dean's approval at least 4 weeks, (28 calendar days) prior to the requested graduation date. The Graduate School shall give the student all changes and corrections that must be made before the student turns in the final thesis. The Graduate School will confer the student's degree once we have received the final version of the thesis has been approved and the student has uploaded the document to Digital UNC. The Graduate School does not require students to submit hard copies for binding. If you would like to have a copy of the thesis bound, the Graduate School can provide information on vendors who do this work. More detail about the final submission procedures can be found on the Graduate School website www.unco.edu/graduate-school/student-resources/current-students/filing-your-thesis-capstone-dissertation.aspx

Plan of Study

The program listed in the UNC Graduate Catalog will serve as the plan of study for master's programs.

The Course Adjustment Form, onbase.unco.edu/GraduateSchool/CourseAdjustment for requesting changes or substitutions to the student's degree requirements must be signed by the program advisor and submitted to the Graduate School. Students should take the responsibility to make sure any deviations from the Catalog are documented in their Degree Works audit.

Research Requirements

Students must complete at least one course in research methodology designated as appropriate to the discipline and approved by the Graduate Council. Courses numbered XXX 622 (Directed Studies) shall not be used as a substitute for the research course.

The Graduate School will not waive this requirement but can approve an appropriate substitute research

methodology course. The program advisor must provide a written request to substitute an alternative course, a syllabus for the course, and rationale for the requested substitute to the Graduate Dean in the form of a “Graduate Student Petition for Exception”. If the student earned a graduate degree from an accredited institution within the last five years in which an equivalent research course was taken, the program advisor must provide a written request to waive the UNC research requirement based on the previous course work completed.

Graduation Application

It is recommended that all master’s students apply for graduation www.unco.edu/grad/forms/pdfs/MastersAndSpecialistGraduationApplication.pdf no later than the end of the semester preceding the semester during which a student plans to graduate. The schedule of deadlines for the Graduate School can be found at www.unco.edu/graduate-school/student-resources/preparing-for-graduation/graduation-deadlines.aspx. The student has the responsibility for determining that the application has been filed with the Graduate School. The Graduate School will not process a graduation application that is not signed by the student and program advisor.

If the student does not complete all requirements for the degree and, therefore, does not graduate at the end of the proposed semester, the application will be placed in the deferred file. The student must give written notice to the Graduate School when they wish to appear again on the tentative list of graduates.

All graduating students are encouraged to attend graduation. Those students participating in the graduation ceremony are required to wear appropriate academic regalia. Diplomas are not issued at the graduation ceremony. All Graduate students must complete a *Diploma Request Card* at unco.co1.qualtrics.com/jfe/form/SV_eFKGypwCVx5gmji. The diploma will be mailed to the address provided by the student on the *Diploma Request Card*. Failure to provide a current mailing address could result in a delay in receipt of the diploma. No diploma will be issued until all requirements for graduation have been met.

Time Limit

The maximum time allowed for the completion of the master’s degree is five calendar years beginning with the first semester of enrollment after admission has been granted. However, program time limits are adjusted to reflect approval of transfer credit or unclassified hours. Student must complete the degree within five calendar years beginning with the earliest work counted in the program (which would include transfer credit and unclassified hours).

Specialist Degree Requirements

Courses and Credit Hours

A student entering a specialist degree program who possesses a master’s degree must earn a minimum of 30 semester hours of graduate credit beyond the master’s degree. A student entering a specialist degree program who possesses only a baccalaureate degree must earn a minimum of 60 semester hours of graduate credit beyond the baccalaureate degree. Programs may have requirements that exceed the minimum standards established by the university.

Plan of Study

In conjunction with the supervising committee, each specialist degree student must prepare a plan of study that clearly specifies core requirements and identifies elective, transfer, and double numbered course work.

- The plan must be formalized on a *Plan of Study* form created by the program faculty. The completed form, including the signature of the program advisor, must be filed with the Graduate School by the end of the student’s first semester of enrollment after admission. Upon receipt of a properly signed *Plan of Study*, the Dean of the Graduate School or their designee shall review and approve or disapprove the plan. If approved, the *Plan of Study* form will be filed in the student’s Degree Works audit. If disapproved, the *Plan of Study* form will be returned to the student for correction and re-submission. Because the plan of study will be the basis for the graduation check, any deviation from the plan of study must be approved by the program advisor and the Dean of the Graduate School or their designee.

Written requests: A Course Adjustment Form, for changes or substitutions to the student’s plan of study must be signed by the program advisor and submitted to the Graduate School. Students should take the responsibility to make sure any deviations from the Catalog are documented on their Degree Works audit.

Transfer Credit

Specialist Degree Policy. Students must complete a minimum of 24 credits through the University of Northern Colorado as part of their post-master’s specialist degree. Thus, students can transfer up to six (6) credits from another accredited institution that offers graduate degrees, into a 30-credit hour specialist degree program. If the program requirements exceed the minimum 30 credits, students are allowed to transfer additional credits as determined by the school/department faculty. Students without a master’s degree must complete 48 semester credit hours at UNC of the 60 required credits for a

specialist degree. Students are encouraged to check school policies regarding transfer of credit.

These policies allow programs that exceed the 30 credit minimum for a specialist to establish school transfer limits and guidelines that exceed minimum requirements. As long as the minimum number of credits through UNC are observed, transfer credit allowances to students will be determined by program faculty and can vary on a case by case basis. The Graduate School will not approve students for graduation with fewer than the required UNC credits.

Research Requirements

Specialist research policy

Students must complete at least one course in research methodology designated as appropriate to the discipline and approved by the Graduate Council. Courses numbered XXX 622 (Directed Studies) shall not be used as a substitute for the research course.

The Graduate School will not waive this requirement but can approve an appropriate substitute research methodology course. The program advisor must provide a written request to substitute an alternative course, a syllabus for the course, and rationale for the requested substitute to the Graduate Dean in the form of a “Graduate Student Petition for Exception”. If the student earned a graduate degree from an accredited institution within the last five years in which an equivalent research course was taken, the program advisor must provide a written request to waive the UNC research requirement based on the previous course work completed. In such cases, students must replace the waived credits with another course.

Comprehensive Examinations

Each specialist student must pass a written comprehensive examination in the area of specialization and pass any other examination(s) the supervising committee may require. The written comprehensive examination may not be taken until the student has:

- been granted regular admission to the program
- filed an approved plan of study
- completed at least 20 semester hours (50 semester hours if baccalaureate only student) of work applicable toward the degree, not including the practicum
- maintained a GPA of at least 3.0 in their program
- received approval from the program advisor

Supervising Committee

A two-person specialist supervising committee, recommended by the program, will supervise a student’s specialist degree program. The supervising committee will assist the student in preparing a plan of study, oversee

comprehensive examinations where appropriate, and direct the student’s practicum.

Graduation Application

It is recommended that all specialist students apply for graduation www.unco.edu/graduate-school/pdf/Masters-and-Specialist-Graduation-Application.pdf no later than the end of the semester preceding the semester during which a student plans to graduate. The schedule of deadlines for the Graduate School can be found at www.unco.edu/graduate-school/student-resources/preparing-for-graduation/graduation-deadlines.aspx. The student has the responsibility for determining that the application has been filed with the Graduate School. The Graduate School will not process a graduation application that is not signed by the student and program advisor.

If the student does not complete all requirements for the degree and, therefore, does not graduate at the end of the proposed semester, the application will be placed in the deferred file. The student must give written notice to the Graduate School when they wish to appear again on the tentative list of graduates.

All graduating students are encouraged to attend graduation. Those students participating in the graduation ceremony are required to wear appropriate academic regalia. Diplomas are not issued at the graduation ceremony. All Graduate students must complete a Diploma Request Card at unco.co1.qualtrics.com/jfe/form/SV_eFKGypwCVx5gmji. The diploma will be mailed to the address provided by the student on the Diploma Request Card. Failure to provide a current mailing address could result in a delay in receipt of the diploma. No diploma will be issued until all requirements for graduation have been met.

Time Limit

The maximum time allowed for completion of the Specialist in Education degree is six calendar years beginning with the first semester of enrollment after admission has been granted. However, program time limits are adjusted to reflect approval of transfer credit or unclassified hours. Student must complete the degree within six calendar years beginning with the earliest work counted in the program (which would include transfer credit and unclassified hours).

Doctoral Degree Requirements

Doctoral Minor

Doctoral minors consist of a minimum of 15 semester hours of course work in a discipline different from the doctoral program. Any school/department with at least one approved graduate degree program (master’s, specialist, or doctorate) is eligible to offer doctoral minor(s). Proposals

for doctoral minors are submitted through the university curriculum approval process. Upon approval, the doctoral minor will be listed in the university catalog.

Graduate students admitted to doctoral programs may, upon approval of their doctoral program advisor, select a minor program of study for inclusion in their doctoral program. Completion of the doctoral minor will be indicated on the student's transcript. Doctoral students who have been approved by the school/department to pursue a doctoral minor will include the requirements for completion of the minor in their doctoral plan of study.

The credit hours associated with an approved doctoral minor count toward the total doctoral degree program hours required only when they overlap with electives or research core requirements. No course is allowed to count for double credit hours. Student is not allowed to pursue a minor offered under the same program name as the doctoral program to which they are admitted. To complete a minor, the student must first be officially admitted to a doctoral degree program.

Second Doctorate Guidelines

Double majors are not permitted at the doctoral level. A student may receive a second doctoral degree from UNC provided that the requirements for the first doctoral degree have been completed before initiating the second degree program and provided that no course work from the first degree is counted toward the second degree.

Courses and Credit Hours

Credit Hours

A student entering a doctoral program who possesses a master's degree must earn a minimum of 64 semester hours of graduate credit beyond the master's degree. This includes a minimum of 48 semester hours of graduate level discipline content courses and 16 semester hours of research credit.

A student who possesses only a baccalaureate degree must earn a minimum of 94 semester hours of graduate credit beyond the baccalaureate degree. This includes a minimum of 78 semester hours of graduate level discipline content courses and 16 semester hours of research credit.

A student who possesses a master's degree but who is attempting to obtain a second master's degree enroute to a doctoral degree must meet the same credit hour requirements as the baccalaureate only student.

A student who possesses a specialist degree may count a maximum of 21 semester hours of specialist work in the doctoral program with the approval of the Graduate School and program advisor. Schools may have requirements that exceed the minimums established by the University.

Transfer Credit

Doctoral students must complete a minimum of 40 semester hours through UNC of the 64 minimum required for a doctoral degree. If the program requirements exceed the 64 credit minimum, students are allowed to transfer additional credits, as determined by their advisor, from another accredited institution that grants doctoral degrees. Doctoral students without a master's degree must complete 64 of the 94 required credits at UNC for a doctoral degree. The plan of study will indicate transfer credits to be included in a student's program. Students are encouraged to check school or department policies regarding transfer of credit.

These policies allow programs that exceed the 64 credit minimum for a doctoral degree to establish school transfer limits and guidelines that exceed minimums. As long as the minimum number of credits through UNC are observed, transfer credit allowances to students will be determined by program faculty and can vary on a case by case basis. The Graduate School will not approve students for graduation with fewer than the required UNC credits.

Doctoral Committee

Each doctoral student must have a Research Advisor and a doctoral committee appointed *before* the written comprehensive exam is taken.

At minimum, a doctoral committee must consist of:

1. a Research Advisor, who must be from within the program/discipline area and must hold a current Doctoral Research Endorsement [DRE] status. Faculty wishing to continue to serve as Research Advisor after retirement must hold a current Emeritus Graduate Faculty status with DRE (EGF/DRE).
2. one additional faculty Committee Member from within the program/discipline area;
3. one additional faculty Committee Member from within a related discipline or area of inquiry;
4. a Faculty Representative (needs to be outside the program discipline).

Doctoral scholarly project committees require a minimum of three committee members to include a research advisor, an additional committee member from the program or related discipline and a Faculty Representative from outside the program.

All Committee Members and Faculty Representative must hold a current Graduate Faculty (GF) status. The doctoral committee is subject to the approval of the program advisor and the Graduate School.

The student and all members of the Doctoral Committee will receive confirmation of the approved committee assignments. Unless the student or Research Advisor

informs the Graduate School or the Graduate School informs the student of the need for a change, the doctoral committee membership will remain the same from the written comprehensive examination throughout the dissertation or doctoral scholarly project research stages of the program.

The Graduate School reviews and confirms the membership of student's doctoral committee each time a *Request to Schedule the Doctoral Examination* (oral comps and dissertation or doctoral scholarly project defense) is submitted and upon submission of the student's dissertation proposal.

The Graduate Dean charges the Faculty Representative with upholding the standards and expectations of the Graduate Faculty. The faculty representative is a full voting member with all the rights and responsibilities of any other member and must be present at the student's oral examination, proposal hearing, and final doctoral scholarly project or dissertation defense. The faculty representative must hold Graduate Faculty status. The faculty representative is expected to actively contribute conceptual, theoretical, methodological and/or academic expertise from an alternative disciplinary perspective and provide an impartial evaluation of the student's academic work.

No faculty member will be appointed to a doctoral committee without their consent. University faculty who have not been appointed Graduate Faculty, Clinical Graduate Faculty, Doctoral Research or Retired Graduate Faculty status by the Graduate Council shall not be appointed as members of doctoral committees. An Honorary member is not required, but is allowed when an off campus faculty member with research expertise related to the study is requested. An Honorary committee member must apply for and receive Graduate Faculty Equivalence status. The Honorary committee member is a full voting member with all the rights and responsibilities of other members of the committee and must be present at the student's doctoral oral examination, dissertation proposal and dissertation defense.

Any change of membership or role (faculty rep, co-research advisor, committee member) requires a change of committee membership form to the Graduate School www.unco.edu/graduate-school/pdf/Change-Committee.pdf. Changes to the membership of a doctoral committee should be rare and made only after the student and the research advisor have consulted. Students who wish to replace a committee member are urged to communicate the desire and rationale for the change directly to the specific faculty member in person. If a committee member or faculty representative is unable to be present during an oral examination, proposal hearing or dissertation or doctoral scholarly project defense, the program area shall appoint an eligible member of the graduate faculty to replace the original committee member

on the student's doctoral committee. The Graduate School must be notified of the replacement before the oral exam, proposal hearing or final defense. If a replacement cannot be appointed prior to the examination, proposal or defense, the exam must be rescheduled for a future date. The concerns and recommendations of all committee members, including the faculty representative, are crucial to the dissertation approval process.

Faculty Committee Load Policy

An individual graduate faculty member may serve on ten active doctoral research committees at any one time and may serve as the research or co-research advisor on no more than five of these ten committees. Exceptions to the committee maximums may be permitted only if agreed to by the graduate faculty member, school director or department chair and college dean as follows:

- The faculty member involved agrees that their load (current or projected) allows adequate time to take on an additional student without adversely affecting the responsibility of the school/department to other students and to programs offered by the school/department.
- The school director or department chair approves the additional student. Approval indicates that the director has reviewed the current load of the faculty member and does not feel the additional load will adversely affect the responsibility of the school/department to other students and to programs offered by the school/department.
- The Graduate Dean has approved the exception(s).

An individual school/department may elect to impose more stringent limitations on its faculty with respect to the number of committees on which they may serve. "Active doctoral student" is defined as one who is currently enrolled.

Plan of Study

Student's program advisor, appointed and approved by the major school/department, shall supervise the planning of a student's doctoral degree program. In conjunction with the appointed advisor, each doctoral student must prepare a long-range plan of study that clearly specifies core requirements, elective, transfer, double-numbered coursework, and if applicable, research tools and doctoral minor.

The plan must be formalized, including signatures of the advisor or the appointed faculty (if required by the school/department). For a suggested *Plan of Study* format see www.unco.edu/graduate-school/pdf/Plan-of-Study.pdf. The Plan of Study must be filed with the Graduate School by the end of the student's first semester of enrollment after admission.

Upon receipt of a properly signed Plan of Study form, the Dean of the Graduate School or their designee shall review the plan and approve or disapprove the plan. If approved, the Plan of Study form will be included on the student's Degree Works audit. If approved, the Plan of Study will be the basis for the graduation check. Any deviation from the plan of Study must be approved by the program advisor and the Dean of the Graduate School or their designee.

Changes to the Plan of Study must be approved by the advisor and submitted in writing to the Graduate School on the course adjustment form found at www.unco.edu/graduate-school/student-resources/current-students/graduate-school-forms.aspx. Students should take the responsibility to make sure any deviations from the Plan of Study are documented on their Degree Works audit.

Comprehensive Examinations: Written

All examinations and the defense of the dissertation must be scheduled with the approval of all committee members. They may not be performed on weekends or when the University offices are closed for holidays. The Graduate School discourages the scheduling of written comprehensive exams prior to the start of classes each term.

Each doctoral student must pass a written comprehensive examination that is designed, administered, and evaluated by the graduate faculty of the major school/department and by other qualified individuals as specified by the research advisor. A student must maintain enrollment in the program and have active status at the time of the examination. A student on an approved Leave of Absence is not permitted to complete a comprehensive exam during the LOA period. This examination may not be taken until the student has:

- been granted regular admission to the degree program;
- filed an approved plan of study;
- completed at least 36 semester hours (60 semester hours if baccalaureate only student) of work applicable toward the degree -- at least 24 semester hours must be UNC credit;
- maintained active status in the program;
- maintained a grade point average of at least 3.00 in their graduate degree program;
- a doctoral committee appointed by the Graduate School;
- obtained approval from the research advisor to take the exam.

The major school/department is responsible for scheduling the date, time, and place of the written comprehensive examination(s). Each student must check the school/department requirements at the beginning of their program of study. Written comprehensive examinations may not be

performed on weekends or when University offices are closed for the holidays.

For comprehensive examinations that are timed, once an exam session begins, it is considered a take of the examination. If the student leaves the examination session and does not return or does not complete the exam during the allotted time frame, the examination will be considered taken and the exam will be evaluated accordingly. For take-home examinations that are not strictly timed, the school/department should determine a starting time/date and ending time/date during which the student must complete the exam.

Once the examination has been evaluated, the program advisor must submit a signed report form to the Graduate School indicating a pass or failure of the examination by the deadline established for that semester by the Graduate School.

The results of the written comprehensive examinations must be reported to the Graduate School no later than the semester following the examination or the Graduate School may require a repeat of the examination. Results of the written comprehensive examinations will not be recorded if the student's program is inactive because of non-enrollment or if the student is currently on an approved Leave of Absence.

A retake may not be scheduled during the same semester that the original examination was completed. Failure of the retake of the examination or its equivalent will result in the termination of the student's degree program.

Electronic Attendance Policy

Doctoral students' oral comprehensive, proposal and final dissertation/doctoral scholarly project defense examinations require the attendance of the student, all committee members, including the faculty representative, external and honorary members. Attendance, for the purpose of this policy, is defined as either a physical/in-person presence on campus or an electronic presence (e.g., telephone/conference call, video conferencing [Skype®, Facetime®] or other online meeting platform).

- Electronic attendance by the student or committee members assume the technology is viable and works continuously throughout the examination of the student.
- Should the technology fail or be disrupted in any committee meeting (orals, proposal, or final dissertation/doctoral scholarly project defense) in excess of 15 minutes the Research Advisor and/or Faculty Rep must contact the Graduate School and reschedule the examination for a later date. In such cases, the student will not be subject to the two-week period required for public announcement of the examination. If the examination continues with failed technology for more than 15 minutes, the results will

not be accepted by the Graduate School and the student will need to reschedule and will be subject to the two-week period for public announcement.

- No more than two persons, either two committee members or the student and committee member may attend dissertation proposal or doctoral scholarly project defense electronically.
- No more than two committee members may attend the oral comprehensive or dissertation/doctoral scholarly project defense electronically.

Online and In-country programs

With the consent of their program, doctoral students, in programs delivered online or *in country*, are permitted to attend their oral comprehensive examination and dissertation/doctoral scholarly project proposal hearing electronically provided the doctoral research committee has, in advance of the hearing, received all necessary and relevant documents, visuals and or materials. Doctoral students, in online programs must attend the final dissertation defense, in person, on the main campus to allow attendance by members of the academic community. Doctoral students whose programs are delivered *in country* will defend their dissertation/doctoral scholarly project at a location determined by the doctoral program and Dean of the Graduate School.

Main campus programs: Consistent with the delivery method of their programs doctoral students enrolled in main campus programs must attend their oral comprehensives, proposal hearing and final dissertation/doctoral scholarly project defense, in person, on the main campus. In rare cases, doctoral students, with the support of their research advisor, may petition the Graduate School to be exempted from this policy to be permitted to attend *either* the oral comprehensive examination or the proposal hearing electronically. Doctoral students enrolled in main campus programs must attend their final dissertation defense in person, no exceptions.

Research Advisor/Co-Research Advisor for a student in online or main campus doctoral programs is expected to attend an advisee's oral comprehensives, proposal hearing and final dissertation/doctoral scholarly project defense, in person, on the main campus. The Graduate School (or designee) will consider a petition for exemption from this policy in limited circumstances (e.g., the Research Advisor is out of town on sabbatical leave). If the Research Advisor/Co-Research Advisor cannot be present in person on the main campus for an advisee's examination or defense, the Graduate School will, in most cases, require the examination or defense to be rescheduled.

Committee Members

All members of doctoral research committees (research and co-research advisors, program representatives, members from related disciplines, and external and honorary members) must be present at doctoral students' oral comprehensive examinations, dissertation proposal defense and final dissertation/doctoral scholarly project defense. No more than two of the four committee members may, attend the oral comprehensive examination and proposal defense via electronic means. Committee members must plan ahead and discuss the desire to attend electronically with the doctoral student and the student's Research Advisor. The Research Advisor and doctoral student work together in advance of the examination or defense to secure the needed technology and space (room, conferencing number, etc.). The student will indicate and the Research Advisor will confirm committee members' electronic attendance on The Request to Schedule a Doctoral Examination form submitted to the Graduate School in advance of the examination. In the event of unforeseen circumstance or a weather related emergency, two of the four committee members may attend oral comprehensive examinations or proposal hearings electronically.

Comprehensive Examinations: Oral

After passing the written comprehensive examination, doctoral students must take and pass an oral comprehensive examination. The research advisor serves as chairperson of the oral comprehensive examination committee and directs the student to arrange the date, time and place of the oral examination with *all committee members*. After all arrangements are made, the student or program advisor will notify the Graduate School by forwarding a signed and completed *Request to Schedule a Doctoral Examination* form at least two weeks prior to the date of the examination.

In order for the Graduate School to approve a request for the student to take the examination, the following conditions must be met:

- The committee members and faculty representative must be the same as those approved by the Graduate School.
- The written comprehensive examination results must have been received and recorded by the Graduate School prior to requesting to schedule the oral comprehensive examination.
- A student must be in compliance with the continuous enrollment policy.
- The student's program must be active.
- The student must not be on an approved Leave of Absence.

- Annual progress review from program on file in the Graduate School for each year prior to students scheduling their oral exam.
- The Request to Schedule a Doctoral Examination must be turned in to the Graduate School at least two weeks (14 calendar days) before the requested date of the examination to allow the Graduate School to publicize the examination. Exceptions to this rule must be accompanied by an explanation of the late request from the Research Advisor and will be considered on a case by case basis. No exam/defense will be allowed with less than one week prior notice.

The student is responsible for confirming the date and time of the examination with all of their committee members. The Graduate School will approve and publicize the examination date, time and place in UNC Today, the Graduate School calendar or in any other appropriate university publication and forward a *Results of the Oral Comprehensive Exam* form to the student's Research Advisor.

Any examination which is not scheduled in advance through the Graduate School will not be recognized as valid and must be rescheduled.

All committee members and the faculty representative must be present at the examination or a substitute assigned according to the guidelines for Doctoral Committees. The student's performances on the examination will be evaluated as:

1. pass;
2. may pass when conditions are met (specific conditions and a timeline for completion must be recorded on the *Results of the Oral Comprehensive Examination* form before turning in to the Graduate School); or,
3. fail, with the option of "retake permitted" or "retake not permitted" which should be specified on the *Results of the Oral Comprehensive Examination* form before submitting it to the Graduate School. A decision not to permit a retake will result in the student's termination from the degree program. If the student does not pass during the first attempt of the oral comprehensive examination, and a retake is permitted by the committee, the retake may not be scheduled during the same semester that the original examination was completed. Only one retake is allowed. Failure of the examination retake will result in termination of the student's degree program.

At least three-fourths of the committee members must agree on the final evaluation.

All members of the UNC faculty are invited to attend and may ask questions of the student after the committee members finish their questioning. Other graduate students may also attend with permission from student's research advisor.

The results of the oral comprehensive examinations must be reported to the Graduate School no later than the semester following the examination or defense or the Graduate School may require a repeat of the examination.

Progress Review

Schools/departments are to evaluate and provide an annual program progress report for each doctoral student until the student passes the oral comprehensive examination.

Doctoral student advisors will be responsible for obtaining the following information for each assigned advisee:

- Student's self-evaluations of their academic performance and professional development,
- Student's grades in all graduate courses during the evaluation period,
- Performance ratings from instructors for all graduate courses during the evaluation period,
- Assessment of the student's professional development from appropriate school/department faculty. Based on the data collected, each doctoral advisor will meet with each student's doctoral committee to develop and provide a summary of the student's strengths and area(s) for improvement. Emphasis should be placed on acknowledging accomplishments and professional growth where appropriate.

Recommendations for improvement should include specific changes expected in the student's performance or behavior, means of assessing the changes, and the time period by which the change is expected to occur. Improvements or lack of change in areas recommended from prior progress reports should be documented. Signatures of the advisor is required on the progress report.

The progress report will include a clear recommendation to the school director/department chair of the Graduate Program Committee (GPC) of whether the student is to be continued each year without conditions, continued with conditions, or not supported for continuation. If conditions for improvement are stipulated, the student must be informed by the Graduate Program Committee (GPC), in writing, of the conditions and specific changes required to satisfy the conditions. If the school/department does not have a GPC, the report will be submitted directly to the school director or department chair.

The following procedures must be followed prior to submitting a recommendation to discontinue a doctoral student's program for causes other than poor academic performance:

- The student must be informed of the pattern of behavior or incident(s) that has given rise to concern among the school/department faculty members and that led to the recommendation for program discontinuation. These concerns should be noted in the student's annual progress review.

- The student must be given an opportunity to meet with and address the observed behavior or incident with the school/departments Graduate Program Committee (GPC) or with the student's doctoral committee for school/departments with no graduate program committee. Following the meeting, the GPC or doctoral committee must either reassert the concerns or withdraw the concerns in writing to the department chair or school director.

If the complaint arises from an unprofessional behavior or other behavioral concerns, the student will be given a clearly defined probationary period during which clear behavioral objectives are provided to either rectify the concerns or change the behavior. Clear means of assessing improvement will be provided.

If the complaint results from an egregious violation of laws or published university or school/department policy, rules or professional ethics, clear documented evidence of the incident(s) must be provided with the recommendation.

Copies of the progress report are to be provided by the GPC or student doctoral committee to the school director or department chair no later than April 15 of each year and copied to the student. A department chair or school director may agree or disagree with the GPC's or doctoral committee recommendation. If in agreement with the recommendation, the director or chair will approve and submit the progress report to the Dean of the Graduate School and a copy to the college dean by May 1. The student and GPC or doctoral committee will be informed in writing of the approval. If in disagreement with the GPC's or doctoral committee's recommendation, the school director or department chair will invite the student's program advisor and the GPC chair or doctoral committee members to discuss the disagreement. After the meeting, the GPC chair or student's doctoral advisor will approve and submit the original progress report recommendation to the Graduate Dean with a copy to the college dean and student.

or

Modify and submit the recommendation to include conditions agreed to by the school director/department chair and GPC or doctoral committee (or add conditions) to the Graduate Dean with a copy to the college dean and student.

or

Change and submit the recommendation as agreed to by the department chair/school director and GPC or doctoral committee with explanation any additional documentation and signed acknowledgement from the department chair/school director and GPC chair or doctoral committee members. The advisor and GPC members or doctoral committee members may submit additional comments or documentation to support the GPC chair's decision or to express opposition to the chair's decision. The changed

recommendation will then be submitted to the Dean of the Graduate School with a copy to the college dean and student.

Doctoral Dissertation

A dissertation or doctoral scholarly project proposal and final dissertation or doctoral scholarly project should be developed pertaining to a significant topic in the candidate's major. A dissertation or doctoral scholarly project is required of all doctoral students. For students in programs requiring a dissertation (i.e., D.A., Ed.D., Ph.D.) minimum credit for the dissertation proposal (797) is 4 semester hours, and for the final dissertation (799) is 12 semester hours. No more than 4 hours of proposal (797) and 12 hours of dissertation (799) semester hours may be applied to the minimum credit requirements of a student's program. Students in programs requiring a doctoral scholarly project (i.e., Au.D. or D.N.P.) are not required to register for 797 or 799.

Dissertation Proposal

The dissertation proposal be presented to the student's doctoral committee for approval prior to engaging in final data collection. In addition, the approved dissertation proposal must be filed electronically with the Graduate School. Students must have an approved IRB application or an approved IACUC (Institutional Animal Care and Use Committee) application if using human participants or animal subjects, respectively, prior to data collection. Although all 797 and 799 credits will be graded with an S or U in the semesters for which students registered for the credits, final approval of the dissertation by the Graduate School is required for a student to graduate. Students pursuing the Au.D. or D.N.P are not required to file their approved doctoral scholarly project proposals with the Graduate School.

The dissertation proposal is crucial in the dissertation process and should culminate with a formal dissertation proposal hearing. The proposal shall be presented to the student's entire committee in a timely manner as specified by the committee (typically at least two weeks prior to the proposal hearing). Students coordinate with their research advisor and doctoral committee to schedule the date, time and location of the proposal hearing which is not scheduled with the Graduate School. The full committee, including the faculty representative (for dissertation committees), must be present at the proposal hearing.

After the proposal hearing, it will be the student's responsibility, in consultation with the research advisor, to address those concerns in a revised proposal. It is recommended that the student summarize the changes that have been incorporated into the revised proposal to assist the committee in identifying and locating the changes.

The revised proposal should then be circulated with a signature page to the committee for review and signature if

they approve of the revisions. A second committee meeting is optional but could be required by the committee due to the extensive nature of the expected changes or to expedite the approval process. All committee members' signatures are required.

Approval of the dissertation proposal establishes the expectations for the final dissertation and assures agreement among the committee with the student's methods and research strategy prior to proceeding to the final stages of the dissertation or capstone (including securing IRB or IACUC approval prior to data collection). The proposal hearing also allows the committee to introduce required changes or additions to a student's proposed project while changes are still possible. Scheduling the proposal hearing is done with the program office according to the major school or departmental policies.

Filing Dissertation Proposal

In order for the Graduate School to record a student's successful proposal defense, the student shall submit an electronic copy of the approved proposal, signed signature page IRB or IACUC approval (if applicable) and signed Verification of Research Subject or Participant Compliance form www.unco.edu/graduate-school/pdf/verification-research-subject-compliance.pdf shall be submitted to the Graduate School. The student will not be entered into candidacy until the proposal and required accompanying documents are submitted. Students are also responsible for maintaining their own copy of the entire proposal in a secure location until the time of their graduation.

Doctoral Candidacy

Doctoral students advance to candidacy upon passing the written and oral comprehensive examinations and filing an approved dissertation proposal and submitting all the required paperwork for the dissertation proposal to the Graduate School. Because the term Doctoral Candidate has a specific institutional connotation, doctoral students may not use the term 'Doctoral Candidate' until this status is documented by the Graduate School.

The Graduate School will consider the dissertation proposal as accepted unless the Graduate School Dean objects to the proposal. If the Dean objects, the proposal will be sent to the student and research advisor with specific written request for revisions.

If a doctoral committee reports to the Graduate School that a student has failed the dissertation proposal, the committee must also send a recommendation for the Graduate School to terminate the student's program. The Graduate School will expect the doctoral committee to create a document with justification for the program termination that can be shared with the student.

Dissertation and Doctoral Defense

The student will complete the research and write the dissertation or doctoral scholarly project in close collaboration with their research advisor(s). All students must follow the school/department style guide as well as the Graduate School guidelines for writing the doctoral dissertation or doctoral scholarly project. The *Graduate School Doctoral Dissertation and Doctoral Scholarly Project Format Manual* can be found on the Graduate School website. Student should discuss discipline specific formatting rules with their doctoral committee advisor.

- Upon completion of the dissertation or project, the research advisor should direct the student to arrange the date, time and place of the defense of the dissertation or doctoral scholarly project with **all committee members**. After all arrangements are made, the student or research advisor will notify the Graduate School by forwarding a signed and completed *Request to Schedule a Doctoral Examination* form found at www.unco.edu/graduate-school/pdf/Request-Schedule-Doctoral-Exam.pdf

In order for the Graduate School to approve a request for the student to defend the dissertation or doctoral scholarly project, the following conditions must be met:

- The committee members and faculty representative (for dissertation committees) must be the same as those approved by the Graduate School.
- The student's plan of study, written and oral comprehensive examination results must have been received and recorded by the Graduate School.
- The student must have been admitted into candidacy at least one semester prior to requesting to defend the dissertation.
- The Request to Schedule a Doctoral examination must be turned in to the Graduate School at least two weeks (14 calendar days) before the requested date of the defense to allow for the dissertation or doctoral scholarly project defense to be publicized. The defense may not be schedule for weekends or when University offices are closed for holidays as the defense is considered a public hearing.
- The defense of the dissertation or doctoral scholarly project must be scheduled at least five weeks (35 calendar days) prior to the anticipated graduation date. If it is not, the student may not graduate until the following semester.

The student is responsible for confirming the date and time of the examination with all of the committee members. The Graduate School will approve and publicize the examination date, time and place in the UNC Today or in any other appropriate university publication two weeks prior to the scheduled date. The Graduate School forwards

a results form to the student's Research Advisor as approval of the defense.

Any examination which is not scheduled in advance through the Graduate School will not be recognized as valid and must be retaken.

Prior to the defense date, the research advisor should discuss the nature and purpose of the dissertation or doctoral scholarly project defense with the student. Generally, the student is instructed to prepare a brief presentation of the study from the purpose to the results and discussion.

All committee members including the faculty representative must be present through the entire defense or a substitute assigned according to the guidelines for Doctoral Committee. All members of the graduate faculty may attend the defense and may ask questions of the student after the committee members finish their questioning. Other graduate students may attend with permission from the research advisor. The committee is free to ask any questions pertaining to the dissertation or capstone. The student is expected to understand and demonstrate expertise on all aspects of the study including the data analyses and theoretical or practical implications and should avoid being unaware of the procedure or logic followed in the data analyses. It is recommended that the student bring at least 2 copies of the signature pages for the dissertation or capstone to the defense in the event that the committee evaluates the performance as a pass so that committee members can then sign the results form and the signature pages. The dissertation committee will evaluate the student's performance at the defense as well as the written dissertation or doctoral scholarly project as a "pass", "may pass with conditions", or "failed" on the results of the dissertation defense form.

- **Pass:** If the student passes the defense, the research advisor shall obtain the signatures of the research committee members on the results form (which the research advisor will bring to the defense), and submit the form to the Graduate School. The student shall proceed to make any corrections to the dissertation or doctoral scholarly project that are required by the research committee and submit the corrected dissertation or doctoral scholarly project to the committee members (if required) for their review and signatures. The student must provide 2 necessary copies of the signature page for Graduate School records. Original signatures are required on every signature page.
- **May Pass:** If the research committee requires the student to meet stated conditions, the research advisor shall list the conditions on the results form along with a timeline for completion, obtain the signatures of the committee members on the results form, and submit the form to the Graduate School. The list of conditions must include a statement regarding the number of

additional defense meetings (if applicable) and the amount of additional time allowed by the research committee. The student shall proceed to make any corrections required by the research committee and submit the corrected dissertation or doctoral scholarly project to the committee members for their signatures. The results form shall be retained by the Graduate School until either conditions are met, or the committee deems the student has not met the conditions. After the student submits the corrected dissertation or doctoral scholarly project to the committee, or otherwise attempts to meet the required conditions, the research advisor shall obtain the original results form from the Graduate School. If the student does not meet the stated conditions, the Graduate School shall then notify the student that the degree program is terminated.

- **Failed:** If a student fails the defense, the research advisor shall obtain the signatures of the research committee members on the results form and submit the form to the Graduate School. The Graduate School shall then notify the student that the student's degree program is terminated.
- The committee must reach a unanimous decision on the final evaluation of the candidate's dissertation defense. If the committee cannot reach consensus, then committee members may initiate the Dissertation Objection process

The results of dissertation and doctoral scholarly project defenses must be reported to the Graduate School no later than the semester following the defense or the Graduate School may require the student to repeat the defense.

Dissertation and Doctoral Scholarly Project Filing

After completing any necessary revisions and obtaining approval of the dissertation or doctoral scholarly project by the student's research committee, students must submit the following to the Graduate School for an editorial review and final approval by the Dean of the Graduate School.

- an electronic copy of the final dissertation in either MS Word or pdf
- Verification of Research Subject or Participant Compliance form www.unco.edu/graduate-school/student-resources/current-students/graduate-school-forms.aspx
- the IRB or IACUC approval (if applicable) and at least two (2) original signed signatures pages

The student will then be asked to make revisions and/or submit the required copies of the final dissertation or doctoral scholarly project to the Dean of the Graduate School for signature. The dissertation or doctoral scholarly project is not approved until signed by the Dean of the Graduate School. Dissertations will receive two formatting reviews. Students who do not have the dissertation or

doctoral scholarly project in the correct format by the third submission to the Graduate School will be moved to the next semester for graduation.

If the dissertation or doctoral scholarly project is not filed with the Graduate School at least four weeks (28 calendar days) before the student's anticipated graduation date, the student may not graduate until the following semester.

Upon filing the dissertation or doctoral scholarly project, the Graduate School will require each doctoral student to complete specific forms relating to the dissertation or doctoral scholarly project and will bill the students' UNC account for digital archiving and dissemination of the dissertation or doctoral scholarly project. Final submission procedures and necessary forms can be found on the Graduate School website (www.unco.edu/graduate-school/student-resources/current-students/graduate-school-forms.aspx). The dissertation or doctoral scholarly project will be electronically stored and the dissertation abstract will be published in ProQuest Information and Learning (formally Dissertation Abstracts) and in the University Library's Digital UNC. The Graduate School follows an electronic only process for dissertations and doctoral scholarly projects; therefore, students are not required to submit hard copies for binding.

Dissertation Objection

If a dissertation is filed with all but one of the signatures of the research committee members, the Dean of the Graduate School or their designee will ask the non-signing member if they wish to enter a formal objection(s). Should the committee member file an objection, the Dean of the Graduate School will appoint a review committee to assess the specific objection(s). If the review committee rules that the objection(s) does/do not justify the rejection of the study, the chairperson of the review committee will sign the dissertation in place of the dissenting faculty member. If the review committee rules that the objection(s) is/are valid, the student must take appropriate steps to modify the dissertation in order to gain the approval of the original dissertation committee.

Research Requirements

Research Core

Doctoral students must complete a research core of at least 12 semester hours of research courses or methods of inquiry designated as appropriate to the discipline and approved by the Graduate Council. Courses numbered XXX 622 (Directed Studies) shall not be used to substitute for courses in the research core.

The Graduate School will not waive this requirement but can approve appropriate substitute research courses or methods up to the full 12 semester hours. The program advisor must provide a written request to substitute an alternative course, a syllabus for each course, and rationale for the requested substitute(s) to the Graduate Dean.

Research Tools

All Ph.D. students must demonstrate competency in two acceptable research tools. A research tool is defined as exhibiting advanced knowledge and/or demonstrating a set of skills related to a specifiable technique or method that contributes to the student's ability to conduct doctoral level research in the discipline. Schools/departments will determine acceptable research tools such as languages, applied statistics, mathematical statistics, research methods, and computer languages/applications.

Collateral Field

With the approval of the major school/department and the Dean of the Graduate School doctoral students may use a collateral field of study as a substitute for one of the research tools. A collateral field of at least 12 credit hours is defined as advanced and specialized or focused knowledge and competence within a specifiable content area or skill area from a related discipline that contributes to the student's ability to conduct doctoral level research in their major discipline (e.g., advanced cognitive theory, applications of distance education technology or multimedia technology to the classroom). The level of competency and the assessment of competency is established by each school/department and must be approved by the Dean of the Graduate School.

Means of evaluating the student's knowledge or skill must be included on the plan of study to indicate how each research tool requirement is to be satisfied. Acceptable evaluation of research tools might include examinations in academic courses, competency demonstrations evaluated by advisors and committee members, or alternative testing or competency demonstration procedures developed within the school/department.

Graduation Check

Upon a student's admission to doctoral candidacy, the Graduate School will conduct a preliminary graduation check. Any discrepancies between the transcript and the plan of study must be corrected with either a new plan of study or a course adjustment form initiated by the advisor. Upon receipt of the preliminary graduation check, the student must thereafter notify the Graduate School by completing an Application for Graduation at unco.co1.qualtrics.com/jfe/form/SV_6SG6Bm3mpFbqstv.

All graduating students are encouraged to attend graduation. Those students participating in the graduation ceremony are required to wear appropriate academic regalia. Diplomas are not issued at the graduation ceremony. All Graduate students must complete a *Diploma Request Card*. The diploma will be mailed to the address provided by the student on the *Diploma Request Card* at unco.co1.qualtrics.com/jfe/form/SV_eFKGypwCVx5gmji. Failure to provide a current mailing address could result in

a delay in receipt of the diploma. No diploma will be issued until all requirements for graduation have been met.

Hooding. The candidate's research advisor(s) shall hood the candidate at the graduation ceremony.

Time Limit

The maximum time allowed for completion of a doctoral degree is eight calendar years beginning with the student's first semester of enrollment after admission has been granted.

However, if a student has approval to count work taken before first enrollment after admission, the student must complete the degree within eight calendar years beginning with the earliest work counted in the program.

If a student has completed a Specialist in Education degree at the time they begin a doctoral degree program and if the student is permitted to include 21 semester hours of their specialist degree credits in the doctoral program, the student shall have a maximum time limit of five calendar years to earn the doctoral degree.

GRADUATE PROGRAMS

Master's Degrees

ACCOUNTING M.ACC.

Kenneth W. Monfort College of Business

See "Accounting M.Acc. (MAcc Degree) (p. 220)"

The MAcc degree requires that students sit for a minimum of two out of four parts of the CPA exam with a qualifying score of at least 50. This fulfills the comprehensive exam requirement for the program. The MAcc degree requires that students complete the following courses and 30 credit hours.

DEGREE REQUIREMENTS — 30 CREDITS

Required Major Credits — 18 hours

BAAC 521	Financial Reporting & Communications	3
BAAC 525	Contemporary Issues in Auditing Topics	3
BAAC 529	Contemporary Issues in Tax	3
BAAC 600	Accounting Analytics & Research	3
BAFN 532	Business Law	3

Select one of the following courses:

BAFN 670	Advanced Financial Management	3
MBA 670	Advanced Financial Management	3

Required Accounting Elective - must take 12 credit hours of the following courses:

BAAC 527	Governmental and Institutional Accounting	3
BAAC 526	Oil and Gas Accounting	3
BAAC 549	Income Tax II	3
BAAC 591	Topics in International Accounting and Reporting	3
BAAC 592	Internship in Accounting	3
BAAC 595	Special Topics in Accounting	1-3
BAAC 622	Independent Research Directed Studies	1-3

Or an MBA elective approved by the program advisor.

APPLIED STATISTICS AND RESEARCH METHODS M.S.

College of Education and Behavioral Sciences

See "Applied Statistics and Research Methods M.S." (p. 197)

DEGREE REQUIREMENTS — 30-35 CREDITS

Required Major Credits — 11 hours

SRM 502	Applied Statistics	3
SRM 520	Introduction to Statistical Computing	1
SRM 531	Research and Statistical Consulting I	1
SRM 600	Introduction to Graduate Research	3
SRM 697	Master's Project	3

Select One Concentration Area — 19-24 hours

1. Applied Statistics Concentration — 24 hours

SRM 551	Mathematical Statistics with Applications I	4
SRM 552	Mathematical Statistics with Applications II	4
SRM 608	Experimental Design	3
SRM 610	Statistical Methods III	3
SRM 625	Applied Multiple Regression Analysis	3
SRM 635	Categorical Data Analysis	3
	Elective Credits (minimum)	4

2. Research Methods Concentration — 19 hours

PSY 674	Measurement I: Classical Test Theory	3
SRM 665	Data Analysis for Decision-Making	3
SRM 670	Evaluation: Models and Designs	3
SRM 680	Introduction to Qualitative Research	3
	Elective Credits (minimum)	4

Choose 3 credits from:

SRM 625	Applied Multiple Regression Analysis	3
SRM 660	Mixed Methods Research	3
SRM 685	Educational Ethnography	3
SRM 686	Qualitative Case Study Research	3
SRM 687	Narrative Inquiry	3

Students may substitute SRM 521 or SRM 522 for SRM 520. Students who select Applied Statistics concentration may substitute SRM 606 for SRM 625. Students enrolled in summers-only or evenings-only programs may substitute SRM 602 and SRM 603 for SRM 502 and SRM 520. Electives must be approved by advisor prior to enrollment.

ATHLETIC TRAINING M.S.

College of Natural and Health Sciences

See “Athletic Training M.S. (p. 234)”

The Master of Science in Athletic Training program is an entry-level professional program that prepares a student for a career as a Certified Athletic Trainer. Athletic Trainers are medical experts in preventing, recognizing, managing, and rehabilitating injuries that result from physical activity. Athletic training is recognized by the American Medical Association as an allied health care profession. This program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). Upon successful completion of this program, the student will have fulfilled the requirements to take the Athletic Training certification examination administered by the Board of Certification, Inc.

DEGREE REQUIREMENTS — 54 HOURS

Required Major Credits — 36 hours

AT 500	Foundations of Athletic Training I	3
AT 501	Foundations of Athletic Training II	2
AT 510	Techniques in Athletic Training I	2
AT 511	Techniques in Athletic Training II	3
AT 520	Physical Examination I	3
AT 521	Physical Examination II	2
AT 530	Therapeutic Interventions I	2
AT 531	Therapeutic Interventions II	2
AT 540	Diagnosis and Management of General Medical Conditions	4
AT 550	Administrative Concepts in Athletic Training	3
AT 560	Health Promotion, Wellness, and Performance Enhancement	3
AT 591	Seminar in Athletic Training	2
SES 602	Introduction to Research in Sport and Exercise Science	3

AT 591 - Take 4 credit hours

Supervised Clinical Practicum — 18 hours

AT 592	Clinical Immersion in Athletic Training	3-6
AT 593	Clinical Practicum in Athletic Training I	1
AT 594	Clinical Practicum in Athletic Training II	2

AT 592 - Take 15 credit hours

Program Notes

The Master of Science in Athletic Training is accredited by the Commission on Accreditation of Athletic Training Education (CAATE), 850 Austin Center Blvd., Suite 100 Austin, TX 78731-3184, (512) 733-9700. With successful completion of the program, the graduate is eligible to take the national certification exam to become a Certified Athletic Trainer.

Potential applicants are required to submit an application to Athletic Training Centralized Application Services (ATCAS) in addition to submitting an application to the Graduate School at the University of Northern Colorado. Admission to the Graduate School does not guarantee admission into the Athletic Training graduate program.

The program is offered according to a cohort model in which all students take the courses in the same sequence. A required comprehensive examination must be successfully completed during the student’s final semester in the program.

BIOLOGICAL SCIENCES M.S. – NON-THESIS CONCENTRATION

College of Natural and Health Sciences

See “Biological Sciences M.S. (p. 222)”

DEGREE REQUIREMENTS — 30 CREDITS

Research Core — 3 hours

Choose 3 hours from the following courses:

BIO 502	Biomedicine and Careers	1
BIO 594	Foundations of Biological Research	2
BIO 596	Foundations of Clinical Research	2
BIO 691	Seminar in Biological Sciences	1
SRM 600	Introduction to Graduate Research	3

Content Elective Credits — 27 hours

BIO 502	Biomedicine and Careers	1
BIO 511	Field Techniques in Biology	2
BIO 512	TA Development Seminar	1
BIO 521	Advanced Genetics	3
BIO 525	Molecular Genetics	3
BIO 528	Developmental Biology	3
BIO 530	Plant Systematics	4
BIO 533	General Parasitology	4
BIO 534	Mammalogy	4
BIO 535	Survey of Fishes, Amphibians and Reptiles	4
BIO 537	Morphogenesis of Algae and Fungi	4
BIO 538	Ornithology	4
BIO 539	Molecular Ecology	3
BIO 539L	Molecular Ecology Lab	1
BIO 541	Advanced Human Anatomy	3
BIO 542	Molecular and Cellular Laboratory	2
BIO 544	Comparative Vertebrate Adaptations	4
BIO 545	Pathogenic Microbiology	3
BIO 546	Pathogenic Microbiology Laboratory	1
BIO 547	Immunology and Disease	3
BIO 548	Virology	3
BIO 549	Virology Laboratory	1
BIO 550	Cell Physiology	3
BIO 552	Advanced Systemic Physiology: Homeostats	3
BIO 553	Advanced Systemic Physiology: Control Systems	3
BIO 554	General Plant Physiology	4
BIO 555	Reproductive Biology	3
BIO 556	Current Topics in Biomedical Research	2
BIO 560	Behavioral Ecology	3
BIO 561	Plant Ecology	3
BIO 562	Conservation Biology	3
BIO 563	Animal Communication	3

BIO 564	Plant Ecology Lab	1
BIO 565	Current Topics in Ecology and Evolutionary Research	2
BIO 566	Animal Physiological Ecology	3
BIO 568	Disturbance Ecology	3
BIO 570	Coevolution in Ecological Systems	3
BIO 572	Species and Speciation	3
BIO 576	Pharmacology	3
BIO 578	Pathobiology	3
BIO 580	Mammalian Endocrinology	3
BIO 581	Neurobiology	3
BIO 582	Cancer Biology	3
BIO 591	Biology Roundtable	1
BIO 622	Directed Studies	1-4
BIO 631	Teaching College Biology	3
BIO 632	College Biology Course Development	3
BIO 691	Seminar in Biological Sciences	1
BIO 697	Graduate Research	1-6
CHEM 581	General Biochemistry I	4
CHEM 582	General Biochemistry II	4
CHEM 587	Toxicology	3
EDF 685	Philosophical Foundations of Education	3
ET 615	Distance Education: Theories and Practice	3
GEOG 507	Geographic Information Science	3
GEOG 540	Biogeography	3
HESA 650	College Student Development: Foundational Theory	3
HESA 668	College Students: Culture, Characteristics, Campus Life	3
PSY 540	Theories and Principles of Learning	3
PSY 575	Educational Assessment	3
PSY 640	Cultural Issues in Education Psychology	3
PSY 644	Motivation in Education	3
PSY 674	Measurement I: Classical Test Theory	3
PSY 675	Measurement II: Contemporary Test Theory	3
PSY 681	Learning and Instruction	3
PSY 682	Cognition and Instruction II	3
SCED 561	Using Controversial Biological Topics to Teach Nature of Science	3
SCED 578	K-12 Science Inquiry	3
SCED 678	Science Education Seminar	1-2
SCED 695	Action Research in Science Education I	1
SCED 696	Action Research in Science Education II	1
SCED 697	Action Research in Science Education III	1
SRM 602	Statistical Methods I	3
SRM 603	Statistical Methods II	3

BIO 591: Limit 2 hours

BIO 622: Limit 3 hours

BIO 697: Limit 3 hours

NOTE: A student can count a maximum of 8 credits from the following list of double-numbered courses: BIO 530, BIO 533, BIO 534, BIO 535, BIO 537, BIO 538, BIO 554, BIO 562, BIO 566, BIO 576

NOTE: A student can count a maximum of 9 graduate credits with a non-BIO heading.

Non-Thesis Concentration

Students also must pass a written comprehensive exam on topics learned in their graduate coursework, administered by their advisor. This final proof of graduate-level proficiency needs to be completed before the deadline assigned by the Graduate School.

BIOLOGICAL SCIENCES M.S. – THESIS CONCENTRATION

College of Natural and Health Sciences

See “Biological Sciences M.S. (p. 222)”

DEGREE REQUIREMENTS — 30 CREDITS

Research Core — 4 hours

BIO 594	Foundations of Biological Research	2
BIO 691	Seminar in Biological Sciences	1

BIO 691: Two required hours

Content Elective Credits — 15-17 hours

BIO 512	TA Development Seminar	1
BIO 511	Field Techniques in Biology	2
BIO 521	Advanced Genetics	3
BIO 525	Molecular Genetics	3
BIO 528	Developmental Biology	3
BIO 530	Plant Systematics	4
BIO 533	General Parasitology	4
BIO 534	Mammalogy	4
BIO 535	Survey of Fishes, Amphibians and Reptiles	4
BIO 537	Morphogenesis of Algae and Fungi	4
BIO 538	Ornithology	4
BIO 539	Molecular Ecology	3
BIO 539L	Molecular Ecology Lab	1
BIO 541	Advanced Human Anatomy	3
BIO 542	Molecular and Cellular Laboratory	2
BIO 544	Comparative Vertebrate Adaptations	4
BIO 545	Pathogenic Microbiology	3
BIO 546	Pathogenic Microbiology Laboratory	1
BIO 547	Immunology and Disease	3
BIO 548	Virology	3
BIO 549	Virology Laboratory	1
BIO 550	Cell Physiology	3
BIO 552	Advanced Systemic Physiology: Homeostats	3
BIO 553	Advanced Systemic Physiology: Control Systems	3
BIO 554	General Plant Physiology	4
BIO 555	Reproductive Biology	3
BIO 556	Current Topics in Biomedical Research	2
BIO 560	Behavioral Ecology	3
BIO 561	Plant Ecology	3
BIO 562	Conservation Biology	3
BIO 563	Animal Communication	3
BIO 564	Plant Ecology Lab	1
BIO 565	Current Topics in Ecology and Evolutionary Research	2
BIO 566	Animal Physiological Ecology	3
BIO 568	Disturbance Ecology	3

BIO 570	Coevolution in Ecological Systems	3
BIO 572	Species and Speciation	3
BIO 576	Pharmacology	3
BIO 578	Pathobiology	3
BIO 580	Mammalian Endocrinology	3
BIO 581	Neurobiology	3
BIO 582	Cancer Biology	3
CHEM 581	General Biochemistry I	4
CHEM 582	General Biochemistry II	4
CHEM 587	Toxicology	3
GEOG 507	Geographic Information Science	3
GEOG 540	Biogeography	3

NOTE: A student can count a maximum of 8 credits from the following list of double-numbered courses: BIO 530, BIO 533, BIO 534, BIO 535, BIO 537, BIO 538, BIO 554, BIO 562, BIO 566, BIO 576

Enrichment and Non-Scheduled Electives — 3-5 hours

BIO 508	Workshop	1-3
BIO 513	Professional Renewal	1-3
BIO 585	Topics in Field Biology	1-10
BIO 591	Biology Roundtable	1
BIO 592	Internship in Biological Sciences	1-3
BIO 595	Special Topics in Biology	1-6
BIO 622	Directed Studies	1-4
SCED 513	Professional Renewal	1-12

BIO 591: Limit 2 hours

BIO 508, BIO 513, BIO 622, and SCED 513: See "Variable Topic Courses" (p. 43).

NOTES: Students must complete a minimum of 50 semester hours in biological science of combined undergraduate and graduate courses.

Thesis Concentration — 6 hours

BIO 699	Thesis	1-6
---------	--------	-----

BIO 699: Research Elective, Take 6 hours

BIOMEDICAL SCIENCE M.B.S.

College of Natural and Health Sciences

See "Biomedical Science M.B.S. (p. 223)"

DEGREE REQUIREMENTS — 30 CREDITS

Required Major Credits — 15 hours

BIO 502	Biomedicine and Careers	1
BIO 525	Molecular Genetics	3
BIO 550	Cell Physiology	3
BIO 552	Advanced Systemic Physiology: Homeostats	3
BIO 553	Advanced Systemic Physiology: Control Systems	3
BIO 596	Foundations of Clinical Research	2

Exit Examination: Students will be required to pass a comprehensive examination covering material from core courses in order to graduate from the program.

Elective Credits — Must have at least 15 credits from the list below

Other 500 level courses with a BIO prefix or a course in Biochemistry may be substituted with prior approval.

BIO 528	Developmental Biology	3
BIO 541	Advanced Human Anatomy	3
BIO 542	Molecular and Cellular Laboratory	2
BIO 545	Pathogenic Microbiology	3
BIO 547	Immunology and Disease	3
BIO 548	Virology	3
BIO 555	Reproductive Biology	3
BIO 576	Pharmacology	3
BIO 580	Mammalian Endocrinology	3
BIO 581	Neurobiology	3
BIO 582	Cancer Biology	3

BUSINESS ADMINISTRATION M.B.A. – GENERAL BUSINESS CONCENTRATION

Kenneth W. Monfort College of Business

See “Business Administration M.B.A. (p. 218)”

DEGREE REQUIREMENTS — 36 CREDITS

MBA Non-Credit Foundation Modules (Students are allowed to take only MBA 654 while they are taking the MBA foundation modules. Successful completion of the MBA foundation modules is a prerequisite for all other courses.)

Required Core - 27 Credit Hours

MBA 605	Data Analytics and Visualization	3
MBA 610	Managerial Accounting	3
MBA 650	Economics of Managerial Decisions	3
MBA 654	Ethical Leadership and Organizational Behavior	3
MBA 656	Strategic Management	3
MBA 658	Advanced International Business	3
MBA 660	Marketing Management	3
MBA 669	Advanced Supply Chain Management	3
MBA 670	Advanced Financial Management	3

Electives - Choose 9 Credit Hours

MBA 611	Fundamentals of Financial Accounting	3
MBA 612	Legal & Tax Environment of Business	3
MBA 613	Financial Statement Analysis & Valuation	3
MBA 661	Consumer Behavior	3
MBA 662	Digital Marketing	3
MBA 664	Project Management Fundamentals	3
MBA 667	Six Sigma	3
MBA 668	Lean Transformation	3
MBA 675	Healthcare Systems	3
MBA 676	Healthcare by the Numbers	3
MBA 677	Managing Qualitative Issues in Healthcare Organizations	3
MBA 681	Talent Management	3
MBA 683	Compensation, Rewards, and Performance Management	3
MBA 684	Managing Organizational Change	3
MBA 695	Special Topics in Business	1-3

BUSINESS ADMINISTRATION M.B.A. – HEALTHCARE ADMINISTRATION CONCENTRATION

Kenneth W. Monfort College of Business

See “Business Administration M.B.A (p. 218).”

DEGREE REQUIREMENTS — 36 CREDITS

MBA Non-Credit Foundation Modules (Students are allowed to take only MBA 654 while they are taking the MBA foundation modules. Successful completion of the MBA foundation modules is a prerequisite for all other courses.)

Required Core - 27 Credit Hours

MBA 605	Data Analytics and Visualization	3
MBA 610	Managerial Accounting	3
MBA 650	Economics of Managerial Decisions	3
MBA 654	Ethical Leadership and Organizational Behavior	3
MBA 656	Strategic Management	3
MBA 658	Advanced International Business	3
MBA 660	Marketing Management	3
MBA 669	Advanced Supply Chain Management	3
MBA 670	Advanced Financial Management	3

Electives - Choose 9 Credit Hours

MBA 675	Healthcare Systems	3
MBA 676	Healthcare by the Numbers	3
MBA 677	Managing Qualitative Issues in Healthcare Organizations	3
MBA 695	Special Topics in Business	1-3

BUSINESS ADMINISTRATION M.B.A. – HUMAN RESOURCE MANAGEMENT CONCENTRATION

Kenneth W. Monfort College of Business

See “Business Administration M.B.A. (p. 218)”

DEGREE REQUIREMENTS — 36 CREDITS

MBA Non-Credit Foundation Modules (Students are allowed to take only MBA 654 while they are taking the MBA foundation modules. Successful completion of the MBA foundation modules is a prerequisite for all other courses.)

Required Core - 27 Credit Hours

MBA 605	Data Analytics and Visualization	3
MBA 610	Managerial Accounting	3
MBA 650	Economics of Managerial Decisions	3
MBA 654	Ethical Leadership and Organizational Behavior	3
MBA 656	Strategic Management	3
MBA 658	Advanced International Business	3
MBA 660	Marketing Management	3
MBA 669	Advanced Supply Chain Management	3
MBA 670	Advanced Financial Management	3

Electives - Choose 9 Credit Hours

MBA 681	Talent Management	3
MBA 683	Compensation, Rewards, and Performance Management	3
MBA 684	Managing Organizational Change	3
MBA 695	Special Topics in Business	1-3

CHEMISTRY M.S. – CHEMISTRY CONCENTRATION NON-THESIS OPTION

College of Natural and Health Sciences

See “Chemistry M.S. (p. 224)”

DEGREE REQUIREMENTS — 30 CREDITS

Research Credits - 1 hours minimum

CHEM 600	Seminar in Chemistry	1
or		
CHEM 622	Directed Studies	1-3

Note: Students should consult with their advisor to determine the appropriate option. For CHEM 622, a maximum of 1 credit hour can apply to the Research Credits category.

Chemistry Electives - 18 hours minimum

CHEM 522	Advanced Analytical Chemistry	3
CHEM 523	Chemical Spectroscopy	3
CHEM 525	Forensic Chemistry	4
CHEM 533	Organic Synthesis and Stereochemistry	3
CHEM 534	Theory and Mechanisms of Organic Reactions	3
CHEM 543	Organometallic Chemistry	3
CHEM 551	Physical Chemistry I	4
CHEM 552	Physical Chemistry II	4
CHEM 560	Environmental Chemistry	2
CHEM 581	General Biochemistry I	4
CHEM 582	General Biochemistry II	4
CHEM 587	Toxicology	3
CHEM 622	Directed Studies	1-3

Note: Based on consultation with their advisor, students may take CHEM 622 as a Chemistry Elective course. A maximum of 3 credit hours of CHEM 622 can apply to the Chemistry Electives category.

Supporting Elective - 11 hours maximum

No more than 11 credits can be taken in ancillary departments such as Biology, Criminal Justice, Earth Science, and Statistics and Research Methods. Students should consult their advisor to select appropriate coursework for their particular degree plan.

Note: In addition to course requirements, all students must successfully complete a comprehensive examination in a major area of chemistry (analytical, biological, inorganic, organic, or physical chemistry).

Qualifier Examinations - Each student must pass qualifying examinations in three of five areas selected from 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 two weeks preceding the beginning of the Fall semester. If an examination is failed, the requirement may be satisfied by completing designated undergraduate coursework in the appropriate subdiscipline with a minimum grade of “B”.

CHEMISTRY M.S. – CHEMISTRY CONCENTRATION THESIS OPTION

College of Natural and Health Sciences

See “Chemistry M.S. (p. 224)”

DEGREE REQUIREMENTS — 30 CREDITS

Research Credits — 12 hours

CHEM 600	Seminar in Chemistry	1
CHEM 693	Chemical Research	1-9
CHEM 695	Thesis Proposal	1
CHEM 699	Thesis	1-6

Note: Students must take CHEM 600 two separate times for a total of 2 hours. Students must also take 3 hours of CHEM 693 and complete a total of 6 hours of CHEM 699.

Chemistry Electives — 12 hours minimum

CHEM 522	Advanced Analytical Chemistry	3
CHEM 523	Chemical Spectroscopy	3
CHEM 525	Forensic Chemistry	4
CHEM 533	Organic Synthesis and Stereochemistry	3
CHEM 534	Theory and Mechanisms of Organic Reactions	3
CHEM 543	Organometallic Chemistry	3
CHEM 551	Physical Chemistry I	4
CHEM 552	Physical Chemistry II	4
CHEM 560	Environmental Chemistry	2
CHEM 581	General Biochemistry I	4
CHEM 582	General Biochemistry II	4
CHEM 587	Toxicology	3
CHEM 590	Advanced Topics in Chemistry	3
CHEM 622	Directed Studies	1-3
CHEM 693	Chemical Research	1-9

General Electives — 0-6 hours

Electives, with the approval of the major advisor, to complete 30 credit hours are required for this program.

Note: In addition to course requirements, all students must successfully complete the defense of the thesis and must successfully complete a comprehensive examination in a major area of chemistry (analytical, biological, inorganic, organic or physical chemistry).

Qualifier Examinations — Each student must pass qualifying examinations in three of five areas selected from 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 semester. If an examination is failed, the requirement may be satisfied by completing designated undergraduate coursework in the appropriate subdiscipline with a minimum grade of “B.”

CHEMISTRY M.S. – EDUCATION CONCENTRATION NON-THESIS OPTION

College of Natural and Health Sciences

See “Chemistry M.S. (p. 224)”

DEGREE REQUIREMENTS — 30 CREDITS

Required Courses - 7 hours

CHEM 682	Problems in Teaching Chemistry	3
PSY 540	Theories and Principles of Learning	3
CHEM 600	Seminar in Chemistry	1
or		
CHEM 622	Directed Studies	1-3

Note: Take CHEM 600 or CHEM 622. Students should consult their advisor to choose the appropriate option.

Chemistry Electives - 3-12 hours

In consultation with their advisor, candidates can select up to 12 hours of chemistry elective coursework.

CHEM 522	Advanced Analytical Chemistry	3
CHEM 523	Chemical Spectroscopy	3
CHEM 525	Forensic Chemistry	4
CHEM 533	Organic Synthesis and Stereochemistry	3
CHEM 534	Theory and Mechanisms of Organic Reactions	3
CHEM 543	Organometallic Chemistry	3
CHEM 560	Environmental Chemistry	2
CHEM 581	General Biochemistry I	4
CHEM 582	General Biochemistry II	4
CHEM 587	Toxicology	3
CHEM 590	Advanced Topics in Chemistry	3
CHEM 622	Directed Studies	1-3

Pedagogy Electives - 11 hours minimum

In consultation with their advisor, candidates can select at least 11 hours of graduate-level courses in supporting areas such as Psychology, Educational Technology, Science Education, Education Foundations, Early Childhood Education, Elementary Education, Applied Psychology and Counselor Education, and Statistics and Research Methods.

Note: In addition to course requirements, all students must successfully complete a comprehensive examination in chemical education that includes the ACS General Chemistry I and II standardized examinations with a grade of 80% or higher.

Qualifier Examinations - Each student must pass qualifying examinations in three of five areas selected from chemistry content (analytical, biological, inorganic, organic or physical chemistry). Students will have two opportunities to pass each area exam. Qualifier exams are scheduled in the two weeks preceding the beginning of the Fall semester. If an exam is failed, the requirement may be satisfied by completing designated undergraduate coursework in the appropriate subdiscipline with a minimum grade of “B.”

CHEMISTRY M.S. – EDUCATION CONCENTRATION THESIS OPTION

College of Natural and Health Sciences

See “Chemistry M.S. (p. 224)”

DEGREE REQUIREMENTS — 30 CREDITS

Research Credits — 9 hours

CHEM 600	Seminar in Chemistry	1
	and either	
CHEM 695	Thesis Proposal	1
CHEM 699	Thesis	1-6
	or	
CHEM 693	Chemical Research	1-9

Note: All students must take CHEM 600 two separate times for a total of 2 hours. Students completing a thesis must also take 1 hour of CHEM 695 and 6 hours of CHEM 699.

Chemistry Elective Credits — 6-15 hours

CHEM 522	Advanced Analytical Chemistry	3
CHEM 523	Chemical Spectroscopy	3
CHEM 533	Organic Synthesis and Stereochemistry	3
CHEM 534	Theory and Mechanisms of Organic Reactions	3
CHEM 543	Organometallic Chemistry	3
CHEM 560	Environmental Chemistry	2
CHEM 581	General Biochemistry I	4
CHEM 582	General Biochemistry II	4
CHEM 587	Toxicology	3
CHEM 590	Advanced Topics in Chemistry	3
CHEM 693	Chemical Research	1-9

Pedagogy Credits — 6-15 hours

CHEM 682	Problems in Teaching Chemistry	3
SCED 694	Science Education Research	3

Pedagogy/Research Methods Electives

In conjunction with their advisor, candidates can select appropriate graduate level courses in supporting areas such as:

- Statistics and Research Methods (SRM)
- Psychology (PSY)
- Educational Technology (ET)
- Science Education (SCED)

Note: All students must successfully complete a comprehensive examination in chemical education. Students completing a thesis must successfully defend the thesis.

Qualifier Examinations — Each student must pass qualifying examinations in three of five areas selected from 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 semester. If an examination is failed, the requirement may be satisfied by completing designated undergraduate coursework in the appropriate subdiscipline with a minimum grade of “B.”

CLINICAL MENTAL HEALTH COUNSELING M.A.

College of Education and Behavioral Sciences

See “Clinical Mental Health Counseling M.A. (p. 197)”

This program is accredited by the Council for Accreditation of Counseling and Related Educational Programs.

Program Objectives - See “Clinical and School Counseling Requirements (p. 196)”

DEGREE REQUIREMENTS — 60-72 CREDITS

Recommended Electives

APCE 508	Workshop	1-3
APCE 609	Foundations of Play Therapy	3
APCE 617	Play Therapy: Theory and Practicum	3
APCE 668	Sexuality Counseling	3
APCE 785	Advanced Practicum in Community Engagement: Campus Connections	1

Required Major Credits — 60 hours

APCE 558	Diagnosis and Treatment Planning	3
APCE 603	Understanding Children, Adolescents, and Their Systems	3
APCE 605	Group Laboratory Experience	1
APCE 607	Theories of Counseling	3
APCE 612	Practicum in Individual Counseling	5
APCE 616	Career Theory, Counseling and Assessment	3
APCE 619	Practicum II in Individual Counseling	3
APCE 623	Understanding and Counseling Diverse Populations	3
APCE 624	Assessment and Treatment of Substance Abuse	3
APCE 650	Orientation to Clinical Counseling	3
APCE 657	Legal and Ethical Aspects of Counseling and Psychology	3
APCE 660	Psychological Consultation: Theory and Practice	3
APCE 661	Psychological Trauma and Intervention for Individuals, Families and Communities	3
APCE 662	Group Dynamics and Facilitation	3
APCE 665	Family Systems	3
APCE 673	Appraisal and Assessment in Counseling	3
APCE 692	Internship in Clinical Counseling	1-9
PSY 530	Life Span Developmental Psychology	3
SRM 600	Introduction to Graduate Research	3

APCE 692: Take 6 hours

COMMUNICATION M.A.

This program is currently not accepting applications.

College of Humanities and Social Sciences

See “Communication M.A. (p. 214)”

DEGREE REQUIREMENTS — 33 CREDITS

Required Major Core Credits — 18 hours

COMM 600	Graduate Study in Communication	3
COMM 601	Qualitative Methods in Communication Research	3
COMM 602	Quantitative Methods in Communication Research	3
COMM 605	Rhetorical Criticism	3

Select one of the following courses:

COMM 504	Rhetorical Theory	3
COMM 603	Communication Theory	3

Select one of the following courses:

COMM 514	Interpersonal Communication	3
COMM 515	Group Communication	3
COMM 610	Communication & Technology	3

Required Elective Credits

500 and/or 600 level coursework

NOTES: Select any electives with COMM prefixes. One elective course may be from a related discipline with the approval of your advisor. Students must adhere to the Graduate School policy on double-numbered courses.

Program Notes

Graduates are required to have 45 graduate and undergraduate credit hours in the discipline for graduation. Possible deficiencies will be determined after review of the undergraduate transcripts.

All graduate students must pass written and oral comprehensive examinations before graduation. Students may apply for comprehensive examinations after completion of 24 semester hours, all undergraduate requirements and all required courses.

A maximum of 12 semester hours, individually or in combination, of courses numbered 561 or 622 may be counted toward the master’s degree.

CRIMINOLOGY AND CRIMINAL JUSTICE M.A.**College of Humanities and Social Sciences**

See “Department of Criminology and Criminal Justice (p. 215)”

DEGREE REQUIREMENTS — 30 CREDITS**Required Major Core Credits — 21 hours**

CRJ 510	Administration of Criminal Justice	3
CRJ 550	Leadership and Management in Criminal Justice	3
CRJ 560	Seminar in Criminological Theory	3
CRJ 570	Seminar in Diversity in Criminal Justice	3
CRJ 580	Advanced Research Methods in Criminal Justice	3
CRJ 582	Advanced Statistics in Criminal Justice	3
CRJ 610	Planning and Evaluation in Criminal Justice	3

Elective Credits — 9 hours

Select one of the elective options from the list below:

Thesis Option: Complete 6 hours of CRJ 699 (Thesis), and 3 hours of 500-level or above CRJ-prefix courses or advisor-approved courses from other departments. Students must have at least a 3.5 GPA in their graduate program in order to be approved for this option.

Capstone Project Option: Complete 3 hours of CRJ 697 (Capstone Project), and 6 hours of 500-level or above CRJ-prefix courses or advisor-approved courses from other departments. At least 3 hours must be CRJ-prefix credits. Students who choose this option will complete an applied project in consultation with an agency.

Comprehensive Examination Option: Complete 9 hours of 500-level or above CRJ-prefix courses or advisor-approved courses from other departments. At least 3 hours must be CRJ-prefix credits. Students who choose this option must take the written comprehensive examination in the semester in which they graduate and must be registered for UNC credit that semester.

Program Note

All coursework for the program must be completed with a grade of “B-” or better.

DANCE EDUCATION M.A.**College of Performing and Visual Arts**

The program will be delivered through both online learning and on campus classes. The online learning would take place during the fall and spring semesters, while the students would be on campus during the summers for face-to-face intensive classes. The summer classes would include three classes taught over a three week time period.

See “Dance Education M.A. (p. 242)”

DEGREE REQUIREMENTS — 33-36 CREDITS**Required Courses 33-36 Credits**

DNCE 550	Dance History - Tribal Cultures to Current Times	3
DNCE 560	Dance Movement Skills & Pedagogical Approaches	3
DNCE 565	Interdisciplinary Teaching and Advocacy in Dance	3
DNCE 570	Doing, Teaching & Appreciating Choreography & Creative Dance I	3
DNCE 575	Dance Lesson, Curriculum and Assessment Design	3
DNCE 600	Movement and Dance - Framing a Research Question	3
DNCE 690	Thesis I	3
DNCE 693	Popular Dance Forms	3
DNCE 695	Doing, Teaching and Appreciating Choreography II	3
DNCE 697	Dance Production Techniques	3
DNCE 699	Thesis II	3-6

Program Notes

The Coordinator of the M.A. in Dance Education degree program will assign each student an academic advisor and a graduate committee in accordance with Graduate School policy. The academic advisor will serve as the chair of the graduate committee.

It is recommended that students have a graduate committee review each semester. The student will discuss the graduate review with the academic advisor and the Coordinator of the M.A. in Dance Education Program. The student will assume responsibility for scheduling graduate reviews. Two unsuccessful graduate reviews will be considered grounds for termination of the student’s involvement in the program. In conjunction with DNCE 690 and DNCE 699, the student will prepare and submit a written thesis proposal. Prior to beginning work on the thesis, the thesis proposal must be approved by all members of the student’s graduate committee.

A written research thesis is required of all Master of Arts degree candidates in the School of Theatre Arts and Dance.

Upon completion of the program, the student will be required to demonstrate competence in the designated area

of concentration in accordance with approved school standards. The student's committee must approve the candidate for graduation.

DIETETICS M.S.

College of Natural and Health Sciences

See "Dietetics M.S. (p. 232)"

DEGREE REQUIREMENTS — 35 CREDITS

Required Major Credits - 26 hours

FND 530	Nutrition Assessment and Intervention Methods	3
FND 551	Nutritional Biochemistry and Metabolism - Macronutrients	3
FND 553	Nutritional Biochemistry and Metabolism - Micronutrients	3
FND 570	Nutrition Counseling Methods	3
FND 610	Nutrition Communication	3
FND 620	Current Topics in Nutrition and Dietetics	3
FND 652	Public Health Nutrition	3
FND 686	Dietetics Capstone	5

Select one of the following courses:

RCS 610	Interpretation and Evaluation of Behavioral Research	3
SRM 600	Introduction to Graduate Research	3

Elective Credits - 6 hours

FND 625	Advanced Maternal and Child Nutrition	3
FND 655	Sports Nutrition	3

Alternate electives may be selected with advisor approval prior to registration for the course.

Program Notes

The Master of Science in Dietetics is available for applicants who are currently an active Registered Dietitian Nutritionist through the Commission of Dietetic Registration. This program is offered according to a cohort model in which all students take the courses in the same sequence. The required comprehensive examination will be satisfied by successful completion of the capstone project in FND 686.

DIETETICS M.S. WITH DIETETIC INTERNSHIP

College of Natural and Health Sciences

See "Dietetics M.S. with Dietetic Internship (p. 232)"

DEGREE REQUIREMENTS — 55 CREDITS

Required Major Credits - 26 hours

FND 530	Nutrition Assessment and Intervention Methods	3
FND 551	Nutritional Biochemistry and Metabolism - Macronutrients	3
FND 553	Nutritional Biochemistry and Metabolism - Micronutrients	3
FND 570	Nutrition Counseling Methods	3
FND 610	Nutrition Communication	3
FND 620	Current Topics in Nutrition and Dietetics	3
FND 652	Public Health Nutrition	3
FND 686	Dietetics Capstone	5

Select one of the following courses:

RCS 610	Interpretation and Evaluation of Behavioral Research	3
SRM 600	Introduction to Graduate Research	3

Elective Credits - 6 hours

FND 625	Advanced Maternal and Child Nutrition	3
FND 655	Sports Nutrition	3

Alternate electives may be selected with advisor approval prior to registration for the course.

Supervised Practice Practicum - 20 hours

FND 592	Dietetics Supervised Practice	1-10
FND 592: Take 20 hours		

Program Notes

The Master of Science in Dietetics with Dietetic Internship is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2190, Chicago, IL 60606 (800-877-1600). With successful completion of the Dietetics M.S. with Dietetic Internship, the graduate is eligible to take the registration exam to become a Registered Dietitian Nutritionist.

Potential applicants are required to submit an application to Dietetic Internship Centralized Application Services (DICAS) and register with the D & D Digital Matching site in addition to submitting an application to the Graduate School at the University of Northern Colorado. Admission to the Graduate School does not guarantee admission into the Dietetics graduate program.

The program is offered according to a cohort model in which all students take the courses in the same sequence. The required comprehensive examination will be satisfied by successful completion of the capstone project in FND 686.

EARTH SCIENCES M.A.

College of Natural and Health Sciences

See "Earth Sciences M.A. (p. 227)"

DEGREE REQUIREMENTS — 30 CREDITS

Thesis Option Required Concentration Credits — 12-16 hours

ESCI 599	Seminar in Earth Sciences	1
ESCI 600	Introduction to Earth Science Research	2
ESCI 695	Special Topics in Earth Sciences	2
ESCI 699	Thesis	1-6

ESCI 599: Minimum of 2 credits

ESCI 699: Take 6-10 credits

Thesis Option Elective Credits — 14-18 hours

Select courses from the Elective Credits listed below.

Non-Thesis Option Required Concentration Credits — 8-12 hours

ESCI 599	Seminar in Earth Sciences	1
ESCI 600	Introduction to Earth Science Research	2
ESCI 695	Special Topics in Earth Sciences	2
ESCI 697	Graduate Research	1-6

ESCI 697: Take 2-6 credits

Non-Thesis Option Elective Credits — 18-22 hours

Select courses from the Elective Credits listed below.

Thesis or Non-Thesis Elective Credits

Substitutions must be approved by the graduate committee.

AST 622	Directed Studies	1-4
ESCI 584	Earth Sciences Field Experiences	1-15
ESCI 591	Geoscience Field Issues	1-6
ESCI 596	Earth Science Study Abroad	1-6
ESCI 605	Global Change	3
GEOL 510	Groundwater Geology	3
GEOL 515	Ore Geology	3
GEOL 521	Igneous and Metamorphic Petrology	4
GEOL 540	Paleontology	4
GEOL 550	Sedimentology and Stratigraphy	4
GEOL 560	Geomorphology	4
GEOL 567	Volcanic Geology	3
GEOL 581	Geologic Field Techniques	2
GEOL 590	Rocky Mountain Geology Seminar	2
GEOL 622	Directed Studies	1-4
MET 502	Synoptic Meteorology	4
MET 551	Climatology	3
MET 552	Paleoclimatology	3
MET 595	Special Topics in Meteorology	1-4
MET 622	Directed Studies	1-3
OCN 622	Directed Studies	1-4

SCED 678 Science Education Seminar 1-2

AST 622, GEOL 622, MET 622, and OCN 622: See “Variable Topic Courses” (p. 43).

Program Notes

ESCI 599, a one semester hour course, must be taken every semester the student is in residence at UNC.

Written and oral comprehensive examinations are required.

A 3.0 GPA in the courses taken as part of this major is required for graduation. A “C” or higher is required for all courses taken as part of the program.

EDUCATION M.A.T. – CURRICULUM STUDIES CONCENTRATION

College of Education and Behavioral Sciences

One full year of full-time classroom teaching experience or equivalent required to graduate

See “Education M.A.T. (p. 210)”

DEGREE REQUIREMENTS — 30 CREDITS

Required Major Credits — 21 credit hours

EDF 610	Teacher Research	3
EDF 619	Pluralism in Education	3
EDF 640	Psychological Foundations of Education	3
EDF 662	Foundations of Curriculum Development and Instructional Practice	3
EDF 664	Instruction and Assessment	3
EDF 685	Philosophical Foundations of Education	3
SRM 600	Introduction to Graduate Research	3

Elective Credits — 9 hours

The elective credits are selected in consultation with the candidate’s program advisor to ensure appropriateness to the degree. Elective credits may be taken at either the 500 or 600 levels.

**EDUCATION M.A.T. – ELEMENTARY
EDUCATION WITH LICENSURE
CONCENTRATION — ELEMENTARY
EDUCATION ENDORSEMENT (GRADES K-6)**

College of Education and Behavioral Sciences

In accordance with the Graduate School Policies, candidates in this program must maintain a cumulative 3.0 G.P.A.

See “Education M.A.T. (p. 210)”

PTEP Program Requirements

Teacher candidates who complete an approved content degree and the UNC professional teacher education program, as well as pass the appropriate Colorado Department of Education designated PRAXIS exam (if applicable), will be eligible for recommendation from UNC for a Colorado Department of Education teaching license.

If you are seeking licensure in your program area, the following items are required to complete your program.

- Completion of Application for Graduate Initial Admission to PTEP
- Completion of Application for Student Teaching
- Successfully pass content specific PRAXIS test prior to Student Teaching
- Candidates may not take extra courses with Student Teaching without prior approval from the Program Coordinator and the STE Director.
- All PTEP Field Experiences and methods courses need to be successfully completed prior to Student Teaching.
- Student Teaching outside the supervision of UNC Faculty may or may not be approved.
- Teacher Candidates will not be placed in a school where they were once students or where they have a close relative attending and/or working.
- Teacher education and educator preparation licensure programs do not accept Professional Teacher Education Program (PTEP) or field based courses that are more than ten years old. PLEASE NOTE: Teacher Candidates have the right to petition this policy at the discretion of the program coordinator.

Please work with your content advisor to determine when these requirements will be completed throughout your program.

DEGREE REQUIREMENTS — 45 CREDITS

Required Credits — 45 hours

EDEL 510	Reading Assessment Informs Teaching	3
EDEL 520	Effective Instruction in Elementary School Mathematics	3

EDEL 544	Elementary Student Teaching	4
EDEL 545	Elementary Student Teaching Seminar and Capstone	2
EDEL 550	Effective Instruction in Elementary School Social Studies	3
EDEL 560	Teaching Foundational Reading Skills	3
EDEL 602	Elementary School Practicum	2
EDEL 603	Elementary Practicum Seminar	1
EDEL 612	Elementary School Curriculum	3
ECLD 515	Content Literacy for Diverse Learners	3
EDSE 510	Foundations of Special Education	3
EDF 500	Conceptions of Schooling	3
ET 501	Introduction to Applications of Educational Technology in PK-12 Education	3
PSY 500	Educational Psychology for Teachers	3
SCED 570	Teaching Science in the Elementary School	3
SRM 600	Introduction to Graduate Research	3

EDEL 544 (4) (Student Teaching) must be completed in grade K-6 in an elementary school setting.

EDUCATION M.A.T. – ENGLISH EDUCATION CONCENTRATION

College of Education and Behavioral Sciences

One full year of full-time classroom teaching required for admission.

See “Education M.A.T. (p. 210)”

DEGREE REQUIREMENTS — 30 CREDITS

Graduate Study Core — 6 credits

Students must complete at least one course in research methodology designated as appropriate to the discipline. EED 623 is the preferred course; however, SRM 600 or ELIT 623 can be substituted ONLY with advisor approval.

EED 600	Introduction to Graduate Studies: Issues, Trends, and Topics in English Education	3
EED 623	Teaching as Inquiry: Teacher Action Research in the ELA Classroom	3
	or	
ELIT 623	Classroom Literacy Research Design	3
	or	
SRM 600	Introduction to Graduate Research	3

Required Electives — 6 credits

Select two courses chosen from the following programs in consultation with your advisor:

- Culturally and Linguistically Diverse Education (ECLD)
- Educational Psychology (PSY)
- Educational Foundations (EDF)
- Literacy (ELIT) or Reading (EDRD)
- Special Education (EDSE)
- Educational Technology (ET)

Student Designed Cognate — 18 credits

Any six courses (18 SCH) from the following programs, selected by the student in consultation with an English Education advisor. (Courses from other programs may be included with advisor approval.)

- Culturally and Linguistically Diverse Education (ECLD)
- Educational Psychology (PSY)
- Educational Foundations (EDF)
- English (ENG)
- Literacy (ELIT) or Reading (EDRD)
- Special Education (EDSE)
- Educational Technology (ET)

Students can take courses either on-line or on-site.

Program completion includes the submission of a Capstone Project developed in consultation with an English Education advisor and approved by the English Education faculty.

EDUCATION M.A.T. – CULTURALLY AND LINGUISTICALLY DIVERSE EDUCATION CONCENTRATION

College of Education and Behavioral Sciences

The Master of Arts in Teaching - Culturally & Linguistically Diverse (MAT-CLD) Education program prepares teachers to serve the growing number of emergent bilingual learners in their classrooms. Requirements for the program include admission to the Graduate School with a teaching license or evidence of enrollment in a teacher preparation program.

See “Education M.A.T. (p. 210)”

DEGREE REQUIREMENTS — 30 CREDITS

Required Course — 3 credit hours

SRM 600	Introduction to Graduate Research	3
---------	-----------------------------------	---

Required Major Credits — 27 credit hours

ECLD 504	Field Experience in Culturally & Linguistically Diverse Education	3
ECLD 523	Academic Language/Literacy Development for Diverse Learners in School Settings	3
ECLD 592	Second Language Acquisition Theory	3
ECLD 593	Language, School and Society	3
ECLD 594	Foundations of Language and Linguistics for ESL/Bilingual Educators	3
ECLD 602	Teaching Culturally Linguistically Diverse and Bilingual Learners	3
ECLD 605	Seminar in Multilingual Teaching and Learning	3
ECLD 611	CLD Methods and Assessment I	3
ECLD 612	CLD Methods and Assessment II	3

EDUCATIONAL LEADERSHIP M.A.

College of Education and Behavioral Sciences

See “Educational Leadership M.A. (p. 199)”

DEGREE REQUIREMENTS — 30 CREDITS

Required Courses — 15 hours

ELPS 601	Leadership Development Through Inquiry	3
ELPS 603	Shaping Organizations: Management and Leadership in Education	3
ELPS 604	Understanding People: Professional Development and Educational Leadership	3
ELPS 605	External Environments: Social, Political, and Economic Influences in Educational Leadership	3
SRM 600	Introduction to Graduate Research	3

Choose One Concentration Area Below — 9 hours

1. P-12 Education (9 hours)

ELPS 654	Instructional Leadership and Supervision	3
ELPS 660	Law and the Administrator	3
ELPS 670	The Principalship: Leadership at the School Site Level	3

2. Individually Designed Concentration (9 hours)

ELPS or HESA Prefix Courses	9
-----------------------------	---

Electives — 6 hours

Additional electives appropriate for concentration area to total a minimum of 30 semester hours for program completion.

Program Note

Satisfactory performance on a concluding activity approved by division faculty, in accordance with Graduate School policy, must be demonstrated.

EDUCATIONAL LEADERSHIP AND SPECIAL EDUCATION ADMINISTRATION M.A. – WITH DUAL LICENSURE AS A PRINCIPAL AND SPECIAL EDUCATION DIRECTOR

College of Education and Behavioral Sciences

See “Educational Leadership and Special Education Administration M.A. (p. 199)” under Educational Leadership and Policy Studies, or under the School of Special Education (p. 207).

DEGREE REQUIREMENTS — 39 CREDITS

Educational Leadership Courses — 21 hours

ELPS 601	Leadership Development Through Inquiry	3
ELPS 603	Shaping Organizations: Management and Leadership in Education	3
ELPS 604	Understanding People: Professional Development and Educational Leadership	3
ELPS 650	School Finance and Budgeting	3
ELPS 654	Instructional Leadership and Supervision	3
ELPS 660	Law and the Administrator	3
ELPS 670	The Principalship: Leadership at the School Site Level	3

Field-based Learning — 6 hours

ELPS 606	Internship in Educational Leadership	1-9
EDSE 697	Externship in Special Education Administration	1-12

ELPS 606: take 3 credits

EDSE 697: take 3 credits

Research — 3 hours

SRM 600	Introduction to Graduate Research	3
---------	-----------------------------------	---

Special Education Administration Courses — 9 hours

EDSE 680	Administration and Supervision of Special Education	3
EDSE 681	Administrative Planning and Program Evaluation in Special Education	3
EDSE 718	Advanced Seminar in Education of Students with Hearing and/or Visual Handicaps	3

Program Note

Satisfactory performance on a concluding activity demonstrating attainment of program outcomes and approved by faculty, in accordance with Graduate School policy, must be demonstrated.

EDUCATIONAL PSYCHOLOGY M.A.

College of Education and Behavioral Sciences

Students take the common set of required credits listed below and select additional elective credits in consultation with their advisor.

See “Educational Psychology M.A. (p. 202)”

DEGREE REQUIREMENTS — 30 CREDITS

Theoretical Foundations — 9 hours

PSY 530	Life Span Developmental Psychology	3
PSY 540	Theories and Principles of Learning	3
PSY 644	Motivation in Education	3

Research Methods — 6 hours

SRM 600	Introduction to Graduate Research	3
---------	-----------------------------------	---

One of the following:

SRM 602	Statistical Methods I	3
SRM 680	Introduction to Qualitative Research	3

Professional Foundations — 9 hours

PSY 575	Educational Assessment	3
PSY 661	Trends and Issues in Educational Psychology	3
PSY 674	Measurement I: Classical Test Theory	3

Elective Credits — 6 hours

NOTES: Students choose electives in consultation with their advisor. Options include, but are not limited to courses in Education, Psychology, Educational Technology, Statistics and Research Methods, Professional or School Psychology, Special Education, or Educational Leadership. Courses numbered 508 or 513 are not acceptable for credit in graduate programs.

PSY 699 is a highly recommended elective for students intending subsequently to enter a doctoral program. Student competencies are examined by comprehensive examination during fall, spring or summer semesters.

ACCELERATED (4 + 1) PSYCHOLOGY B.A. AND EDUCATIONAL PSYCHOLOGY M.A.

Motivated and high-achieving students may seek to complete the requirements for the B.A. in Psychology and M.A. in Educational Psychology in five years. To obtain both degrees, students must complete all the requirements for the B.A. described in the Undergraduate Catalog and all of the requirements for the M.A. described in the Graduate Catalog. Completing the requirements for both degrees in the accelerated Master’s program is made possible by taking 9 credits of graduate course work in the junior and senior years (paid for at the undergraduate tuition rate). Students remain eligible for financial aid as an

undergraduate; any Graduate School aid is not available until students are admitted as a Graduate student.

Students interested in transferring into an accelerated Master's Program must:

- Have a cumulative GPA of at least 3.0 to take graduate-level courses as a junior or senior.
- Meet with the program's advisor in their junior year, apply (following the same procedure and meeting the same requirements as other M.A. applicants). Full admission is dependent on completing the B.A. requirements in the senior year while maintaining a minimum 3.0 GPA.
- Students and faculty identify the graduate courses the students should take. The program application will be signed and forwarded to the Graduate School with signatures of the program advisor indicating the approval of graduate course transfer.

EDUCATIONAL PSYCHOLOGY M.A. – TEACHING APPLICATIONS CONCENTRATION

College of Education and Behavioral Sciences

Students take the common set of required credits listed below and select additional elective credits in consultation with their advisor.

See “Educational Psychology Teaching Applications M.A. (p. 203)”

DEGREE REQUIREMENTS — 30 CREDITS

Required Major Credits — 30 credit hours

PSY 533	Social Emotional Learning in Education	3
PSY 561	Hot Topics in Education	3
PSY 562	Science of Creativity for Teaching	3
PSY 575	Educational Assessment	3
PSY 581	Brain and Education	3
PSY 600	Graduate Research Methodology	3
PSY 640	Cultural Issues in Education	3
	Psychology	
PSY 644	Motivation in Education	3
PSY 681	Learning and Instruction	3
PSY 697	Master's Project in Psychology	3-6

PSY 697: take 3 credits

Program Notes

This program is offered according to a cohort model in which all students take the courses in the same sequence. The required comprehensive examination will be satisfied by successful completion of the MA Project, as set forth in program guidelines.

EDUCATIONAL TECHNOLOGY M.A.**College of Education and Behavioral Sciences**

See “Educational Technology M.A. (p. 210)”

DEGREE REQUIREMENTS — 30 CREDITS**Required Core — 15 credits**

ET 501	Introduction to Applications of Educational Technology in PK-12 Education	3
ET 523	Innovative Pedagogy and Assessment	3
ET 525	Learners and Curriculum in the Digital Age	3
ET 527	Social Justice in the Digital Age	3
ET 529	Instructional Design	3

Research Core — 6 credits

SRM 600	Introduction to Graduate Research	3
ET 675	Innovating Education Culture: Research and Practice	3

Electives — 9 credits

Select 9 credits in collaboration with academic advisor

ET 630	Trends and Issues in Instructional Design and Technology	3
ET 631	Distance Education	3
ET 635	Instructional Materials Development for Online Learning	3
ET 640	Applications of Multiliteracies	3
ET 641	Designing, Playing, and Learning	3
ET 643	Innovative Instructional Formats	3
ET 645	Children’s Engineering and STEM	3

Additional Course Options

ET 622	Directed Study	1-3
ET 695	Special Topics in Educational Technology	1-3

Program Notes

Students need to have completed the preparatory coursework prior to taking the comprehensive examination. In addition, the student’s advisor signature is required on the Permission form to take Written Comprehensive Examination, which verifies that the student is cleared to take the comprehensive examination. Successful completion of the written comprehension exam is required to complete the Master of Arts program.

Students may transfer up to 6 semester hours or 9 quarter hours of approved graduate level credit to the program from other accredited institutions. All coursework to be transferred or applied to meet graduate course requirements that was completed before a student’s acceptance into a graduate degree program must be approved by the UNC Graduate School.

ENGLISH M.A.**College of Humanities and Social Sciences**

See “English M.A. (p. 215)”

DEGREE REQUIREMENTS — 30 CREDITS**Required Major Credits — 18 credits**

ENG 500	Introduction to Graduate Study	3
ENG 601	Advanced Research Methods	3

Literature/Language/Cultural Studies — 6 credits

Choose two Literature/Language/Cultural Studies Courses

ENG 530	Advanced Studies in World Literature	3
ENG 541	Colloquium in Literature	3
ENG 570	Advanced Studies in American Literature	3
ENG 580	Advanced Studies in British Literature	3
ENG 633	Studies in Linguistics	3
ENG 639	Graduate Seminar in Literature	3
ENG 642	Film Theory and Analysis	3
HUM 595	Advanced Cultural Studies	3

Rhetoric and Composition — 3 credits

Choose one Rhetoric and Composition Course

ENG 540	Introduction to Composition and Rhetoric	3
ENG 594	Practicum in the Teaching of College Composition	3
ENG 641	Studies in Composition Research and Pedagogy	3
ENG 640	History and Theory of Rhetoric	3

Professionalization — 3 credits

Choose one Professionalization Course

ENG 650	Advanced Editing	3
ENG 651	Professional Writing in the Non-Profit Sector	3
ENG 652	Advanced Studies in Digital Humanities	3
ENG 653	Writing Center Administration	3

Required Elective Credits — 12 credits

Elective courses must be selected from ENG or HUM 500-level and 600-level offerings and include an additional course (3 credits) from either the Rhetoric and Composition or the Professionalization sections. It may be possible to complete a graduate course with a different letter code, subject to advisor approval.

Select one of the following options:

1. **Comprehensive Exam.** Students pursuing this track will pass a written comprehensive exam, covering five areas of concentration, during their final semester of study.

2. **Master's Project (3-12 credits).** Students pursuing the MA project must take ENG 697: MA Project as an elective course. The 12-credit extended project option will count for all required elective credits. The specific credit weight of ENG 697 depends on the scope and type of the proposed project and must be approved by the Project Committee Chair before registration. Students must make a public presentation of the project before an audience of students and faculty.

a. **The MA Project may take one of the following formats:**

- i. A single research project;
- ii. A digital project, to include a critical/reflective essay;
- iii. An archival project, to include a critical/reflective essay;
- iv. A workplace-based applied project;
- v. A pedagogy-focused project that explores teaching practices and curriculum innovation.

b. Students pursuing the 3- and 6-credit options complete ENG 697 in one semester, students pursuing the extended 12-credit option must take two 6-credit iterations of ENG 697 across two consecutive semesters to complete their project. Depending on the nature of the proposed project, required courses may be adjusted to align as closely as possible with the project's focus. Please refer to the ENG 697 syllabus for additional guidance concerning project lengths, etc.

ACCELERATED (4 +1) ENGLISH LIBERAL ARTS B.A. AND ENGLISH M.A.

Motivated and high-achieving students may seek to complete the requirements for the B.A. and M.A. in English in five years. To obtain both degrees, students must complete all the requirements for the B.A. described in the Undergraduate Catalog (120 credit hours) and all of the requirements for the standard M.A. described in the Graduate Catalog (30 credit hours). However, the accelerated B.A./M.A. program involves 9 credit hours that are shared between the Bachelor's and Master's programs, so the total number of credit hours to complete the accelerated Master's program is 141. Completing the requirements for both degrees is made possible by taking the 9 double-counted B.A./M.A. credits in the Senior year (paid for at the undergraduate tuition rate) and 3 graduate-level credits (online at the graduate-level tuition rate) in the summer following the Senior year and completion of the undergraduate program. Students remain eligible for financial aid as an undergraduate; any Graduate School aid is not available until students are admitted as a Graduate student.

Due to its necessarily streamlined path of progression, admission to the Accelerated B.A. and M.A. in English

occurs in the fall semester only. Students interested in transferring into the accelerated program must:

- Have a cumulative GPA of at least 3.0 to take graduate-level courses as a Senior.
- Meet with the English M.A. Director of Graduate Studies in the fall semester of the Junior year and apply during the spring semester of the Junior year (following the same procedure and meeting the same requirements as other M.A. applicants). Full admission is dependent on completing the B.A. requirements in the senior year while maintaining a minimum 3.0 GPA. The program application will be signed and forwarded to the Graduate School with signatures of the program advisor indicating the approval of graduate course transfer.
- Complete ENG 500 Introduction to Graduate Studies in the fall semester of their Senior year, followed by two 500-level elective courses in the spring semester of that year. These are the 9 credits that are double counted within the accelerated program only.
- Fulfill all the requirements as outlined in the two-year MA in English.
- Students must apply for completion of their UG degree the semester before completing UG degree (i.e., in the fall semester of their Senior Year). To apply, students must be registered for all remaining courses in their final UG semester, (the spring semester of their Senior Year).

Outline for degree completion of the Accelerated (4+1) B.A. and M.A. in English Liberal Arts — 30 Credits

Meet with faculty advisor or Director of Graduate Studies and apply for the program in the fall semester, Junior Year.

Fall Semester, Senior year

- ENG 500 Introduction to Graduate Studies (3 credits) [double-counted]

Spring Semester, Senior year

- Two ENG 500-599 courses (6 credits) [double-counted]

Note: Because students are required to register for their six 500-level spring credits while they are still Undergraduate students, they must complete the Petition to Count Work Toward the Next Higher Degree form with the Graduate School.

Summer after Senior year

- One ENG 500-699 courses (3 credits) - online

Note: Because students are required to register for the six summer credits while they are still undergraduate students, they must call the Office of the Registrar no later than the drop period for the summer semester to change their registration to graduate level.

Fall Semester, fifth year

- Three ENG 500-699 courses (9 credits)

Spring Semester, fifth year

- ENG 601 Advanced Theory and Research Methods (3 credits)
- Two 500-699 ENG-coded courses (6 credits)
- **MA comprehensive examination**

**ENVIRONMENTAL GEOSCIENCES P.S.M.
(PROFESSIONAL SCIENCE MASTER'S)****College of Natural and Health Sciences**

See “Environmental Geosciences P.S.M. (Professional Science Master’s) (p. 228)”

The Environmental Geosciences Professional Science Master’s is a degree program certified by the Council of Graduate Schools; it operates under guidelines of the P.S.M. National Office. Those guidelines specify that at least half of the credits must be in science content; in addition, Professional Skills courses and a Professional Internship must be completed as specified below.

DEGREE REQUIREMENTS — 30 CREDITS**Graduate Communications Course (3 credits)**

Choose one of the following:

COMM 514	Interpersonal Communication	3
COMM 515	Group Communication	3
COMM 541	Courtroom Communication	3
COMM 553	Professional Speaking	3
COMM 610	Communication & Technology	3

Other Professional Skills Course (3 credits)

Choose one of the following:

BAAC 527	Governmental and Institutional Accounting	3
CH 550	Environmental Health	3
ELPS 601	Leadership Development Through Inquiry	3
INTR 560	Ethics in Leadership	3

Required Credits — 7 hours

ESCI 599	Seminar in Earth Sciences	1
ESCI 600	Introduction to Earth Science Research	2
ESCI 692	Earth Science Internship	1-15

ESCI 599: must be taken twice for a total of 2 credits

ESCI 692: Take 3 credits

Required Earth Sciences Content Courses — 14 credits

14 credits of graduate-level earth sciences content from prefixes ESCI, GEOL, MET, or OCN at least 6 credits of which must be selected from:

ESCI 572	Industrial Safety	3
ESCI 605	Global Change	3
GEOL 510	Groundwater Geology	3
GEOL 515	Ore Geology	3
GEOL 583	Soils	3
GEOL 586	Petroleum and Energy	3
MET 552	Paleoclimatology	3

Required Professional Skills Courses — 6 credits

Required STEM Content Courses — 3 credits

Choose one the following:

GEOG 507	Geographic Information Science	3
MATH 550	Applied Probability and Statistics	3
SRM 502	Applied Statistics	3

Program Notes

1. ESCI 599, a one-credit hour course, must be taken twice for a total of two credits.
2. ESCI 600 should be taken the first Fall semester of attendance.
3. A 3.0 GPA in the courses taken as part of this major is required for graduation. A “C” or higher is required for all courses taken as part of the program.
4. At least two-thirds of a student’s master’s degree program must be in courses that are not double-numbered courses or in courses that have been taught solely as 500-level or above graduate courses.

FOREIGN LANGUAGES M.A. – SPANISH TEACHING CONCENTRATION**College of Humanities and Social Sciences**

See “Foreign Languages M.A. (p. 217)”

By following the prescribed sequence of courses, students may complete the M.A. in three continuous summers on the Greeley campus. The three year cycle includes curriculum rotation featuring Spain, Latin America, and Mexico/Hispanic United States. Students may complete their M.A. in two years by combining academic year courses with two summer sessions at the Greeley campus. All candidates for the M.A. must attend at least one summer session.

DEGREE REQUIREMENTS — 30 CREDITS**Required Major Credits — 30 hours**

SPAN 600	Introduction to Graduate Study and Research Methods	3
WLC 531	Teaching of Foreign Languages	2

WLC 531: Take minimum of 4 credit hours

Civilization — at least 6 hours:

SPAN 560	Spanish Civilization and Culture	2
SPAN 561	Latin American Civilization and Culture	2
SPAN 562	Mexico and United States Hispanic Civilization and Culture	2

Literature — at least 9 hours:

SPAN 555	Literature for Children and Adolescents	3
SPAN 570	Readings in United States Hispanic Literature	1-6
SPAN 571	Readings in Spanish Literature	1-3
SPAN 572	Readings in Latin American Literature	1-3
SPAN 576	Mexican Literature	1-3

Language— at least 6 hours:

SPAN 505	Spanish Phonetics and Dialects	3
SPAN 560	Spanish Civilization and Culture	2
SPAN 580	Grammar Topics	1-6
SPAN 581	Advanced Spanish Grammar	2
SPAN 583	Oral and Written Discourse	2

Program Notes

All master’s candidates must successfully complete written and oral comprehensive examinations. No thesis is required.

For students opting for summer study at the University of Salamanca, Spain, 9 hours of transfer credit may be accepted.

A maximum of 9 hours of Academic Year courses (SPAN 531) may be accepted with permission of the graduate

faculty in lieu of 9 hours of required SPAN courses in the above list.

The student must possess a B.A. in Spanish or the equivalent and must have completed one year of teaching experience in foreign language at the secondary level.

Students are required to complete 27 hours of coursework within the program in Spanish and pedagogy. SPAN 600 Introduction to Graduate Study and Research Methods (3) is also required.

See “Variable Topic Courses (p. 43)”.

FOUNDATIONS OF PROFESSIONAL PSYCHOLOGY M.A.

College of Education and Behavioral Sciences

See “Department of School Psychology (p. 204)”

DEGREE REQUIREMENTS — 31 CREDITS

This program is part of a master’s en route to a Ph.D. To pursue this degree students must be admitted to the Ph.D. program in School Psychology. This degree is not intended as a standalone program. Students who complete this program and are deemed to be making good progress are automatically admitted to continue with the Ph.D. program in School Psychology.

Required Credits — 31 hours

APCE 682	Biological Aspects of Behavior	3
APCE 683	Affective Aspects of Behavior	1
APCE 707	Seminar in Personality and Counseling Theories	3
PSY 540	Theories and Principles of Learning	3
PSY 590	Seminar in History of Psychology	3
PSY 664	Advanced Social Psychology	3
SPSY 625	Applied Developmental Science	3
SPSY 628	Concepts and Principles of Applied Behavior Analysis	3
SPSY 670	Principles of Psychometrics and Assessment	3
SPSY 758	Advanced Psychopathology	3

Select one of the following:

SRM 600	Introduction to Graduate Research	3
SRM 602	Statistical Methods I	3

Program Notes

Successful completion of a written comprehensive exam is required to complete the Master’s in Foundations of Professional Psychology program.

GRADUATE INTERDISCIPLINARY DEGREE PROGRAM M.A. – SCIENCE EDUCATION CONCENTRATION

College of Natural and Health Sciences

See “Graduate Interdisciplinary Degree Program M.A. (p. 237)”

DEGREE REQUIREMENTS — 30 CREDITS

Required Courses — 18 hours

ECLD 602	Teaching Culturally Linguistically Diverse and Bilingual Learners	3
PSY 681	Learning and Instruction	3
SCED 530	Laboratory, Field, and Studio Safety	1
SCED 578	K-12 Science Inquiry	3
SCED 678	Science Education Seminar	1-2
SCED 695	Action Research in Science Education I	1
SCED 696	Action Research in Science Education II	1
SCED 697	Action Research in Science Education III	1
SRM 600	Introduction to Graduate Research	3

SCED 678: Take 2 credits

EDSE 509 or PSY 640 may be substituted for ECLD 602 with approval from your advisor.

PSY 500 or PSY 540 may be substituted for PSY 681 with approval from your advisor.

Science Pedagogical Content Electives - 12 Hours

Choose 12 hours from the following courses, with courses from at least three different content areas:

Physics

SCED 521	Physics in Modern Medicine	3
----------	----------------------------	---

Chemistry

SCED 531	Teaching Chemistry for the Future	3
----------	-----------------------------------	---

Biological Sciences

SCED 561	Using Controversial Biological Topics to Teach Nature of Science	3
----------	--	---

Earth and Environmental Sciences

SCED 551	History and Theory of Environmental Education	3
SCED 553	Program Design and Planning in Environmental Education	3
SCED 581	Earth Systems: Water	3
SCED 605	Global Change	3

Note: SCED 551 and SCED 553 are only offered face-to-face at the Walking Mountain Science Center in Avon, Colorado.

Program Notes

The goal of this program is to enhance the science and pedagogical knowledge of professional science teachers in the K-12 environment.

For the research experience, students will complete a series of Action Research courses and are required to form an advisory committee with a minimum of three qualified faculty. These courses require research on a current problem in K-12 science education relevant to students' teaching situations. The student will develop goals, review relevant literature and plan and complete an action research project.

A research paper will also be developed with the assistance of the student's advisor and committee.

Comprehensive Exam: Students are required to provide an oral presentation of the research to the student's advisor and committee.

HIGHER EDUCATION AND STUDENT AFFAIRS LEADERSHIP M.A.

College of Education and Behavioral Sciences

See “Higher Education and Student Affairs Leadership M.A. (p. 201)”

DEGREE REQUIREMENTS — 39 CREDITS

Required Courses — 30 hours

HESA 601	Introduction to Higher Education & Student Affairs	3
HESA 611	Organization and Administration	3
HESA 612	Higher Education Assessment and Evaluation	3
HESA 650	College Student Development: Foundational Theory	3
HESA 655	Multiculturalism in Higher Education and Student Affairs	3
HESA 671	Introduction to Leadership in Higher Education and Student Affairs Leadership	3
HESA 675	Field Experience in Student Affairs	1-3
HESA 680	Law and Higher Education	3
HESA 683	Finance and Resource Management in Higher Education	3
SRM 600	Introduction to Graduate Research	3

HESA 675: minimum of 3 credits to meet program requirements

Elective Courses — 9 hours

MA students are required to take 9 credit hours of HESAL coursework at the 600 and/or 700 level. Students should select these courses in consultation with their advisor.

Generally, students will select from the following courses:

HESA 651	Philosophical, Historical and Cultural Foundations of Student Affairs in Higher Education	3
HESA 652	Enrollment Management Services	3
HESA 658	Helping Skills for Practitioners	3
HESA 660	Women in Higher Education and Student Affairs	3
HESA 665	International Higher Education and Student Affairs	3
HESA 668	College Students: Culture, Characteristics, Campus Life	3
HESA 669	Culturally Responsive Aspects of Transformative Learning	3
HESA 670	Internship in Higher Education and Student Affairs Leadership	6
HESA 685	Human Resources in Higher Education	3
HESA 690	Public Policy in Higher Education	3
HESA 695	Current Issues in Higher Education and Student Affairs Leadership	3

HESA 696	Special Topics in Higher Education and Student Affairs Leadership	1-4
----------	---	-----

Program Notes

Satisfactory performance on a concluding activity approved by division faculty, in accordance with Graduate School policy, must be demonstrated. All coursework for the program must be completed with a grade of “B-” or better.

HISTORY M.A.

College of Humanities and Social Sciences

See “History M.A. (p. 216)”

DEGREE REQUIREMENTS — 30 CREDITS

Required Courses — 9 hours

HIST 500	Historiography	3
HIST 690	Writing Seminar	3

Students will take six credits of HIST 690.

Elective Courses — 21 hours

Elective courses may be taken from any HIST 500-level and 600-level courses.

Final Project

All students are responsible for completing two pieces of original historical writing of the length and quality of journal articles. Students will write the essays under the guidance of history faculty while taking two semesters of HIST 690 (one essay completed in each class). Combined, the two essays serve as the final project for the M.A. degree. Students must earn at least a B (B- is not acceptable) on the papers themselves, regardless of the grade earned for the course overall. Students who do not earn a B on either of their papers must take HIST 690 a third time; in this case, they may count the previous HIST 690 as an elective.

In order to complete the master’s degree, students will also take 21 credits (7 classes) of electives covering any region or period of history. Please see “Variable Topics Courses (p. 43).”

ACCELERATED (4+1) M.A. IN HISTORY

Motivated students may seek to complete the requirements for the B.A. and M.A. in History in five years. To obtain both degrees, students must complete all the requirements for the B.A. in History, either with a Liberal Arts or a Secondary Teaching concentration, described in the Undergraduate Catalog (120 for Liberal Arts/121 credit hours for Secondary Teaching) and all of the requirements for the M.A. described above (30 credit hours). However, the accelerated B.A./M.A. program involves shared credit hours shared between the Bachelor’s and Master’s programs, so the total number of credit hours to complete the accelerated Master’s program is 141 for students with a Liberal Arts concentration and 148 for those with a Secondary Teaching concentration. Completing the requirements for both degrees is made possible by taking double-counted B.A./M.A. credits during the Senior year (paid for at the undergraduate tuition rate) and graduate-level credits (online – graduate-level tuition rate) in the summer following the Senior year and completion of the undergraduate program. While this is the most efficient route, students may also elect to complete the program at a slower pace. Students remain eligible for financial aid as

an undergraduate; any Graduate School aid is not available until students are admitted to the Graduate Program.

Accelerated M.A. Admission

Due to its necessarily streamlined path of progression, admission to the Accelerated B.A. and M.A. in History occurs in the Fall semester only. Students interested in transferring into the accelerated program must:

- Have a cumulative GPA of at least 3.25 to take graduate-level courses as a Senior.
- Meet with the History M.A. Director of Graduate Studies in the fall semester of the Junior year and apply during the spring semester of the Junior year (following the same procedure and meeting the same requirements as other M.A. applicants). Full admission is dependent on completing the B.A. requirements in the Senior year while maintaining a minimum 3.25 GPA. The program application will be signed and forwarded to the Graduate School with signatures of the program advisor indicating the approval of graduate course transfer.
- For students whose B.A. has a Liberal Arts concentration, complete HIST 500 (Historiography) in the fall semester of their Senior year followed by HIST 480/580 (Senior Seminar) and another 500-level graduate course in the spring. These are the nine credits double counted within the accelerated program.
- For students whose B.A. has a Secondary Teaching concentration, complete HIST 480/580 (Senior Seminar) and HIST 500 (Historiography) in the fall semester of their Senior year. These are the six credits double counted within the accelerated program.
- Students must apply for completion of their B.A. degree the semester before completing the degree (e.g., in the fall semester of their Senior Year). To apply, students must be registered for all remaining courses in their final undergraduate semester.

Accelerated M.A. Timeline (B.A. with Liberal Arts Concentration) — 30 Credits

Outline for degree completion of the Accelerated B.A. with a Liberal Arts Concentration and M.A. in History

Fall Semester, Junior year

Meet with faculty advisor or Director of Graduate Studies and apply for the program

Fall Semester, Senior year

HIST 500 Historiography (3 credits, double-counted)

Spring Semester, Senior year

HIST 580 Senior Seminar (3 credits, double-counted)

A Second 500-level Graduate Course in History (3 credits, double-counted)

Summer after Senior year

One online 6-week 500-level courses (3 credits)

Notes:

- *Only two of these courses will be offered each summer.*
- *Because students are required to register for their three 500-level summer credits while they are still undergraduates, they must call the Office of the Registrar no later than the drop period for the summer semester to change their registration to graduate level*

Fall Semester, fifth year

Two 500-level HIST courses (6 credits)
HIST 690 Writing Seminar (3 credits)

Spring Semester, fifth year

Two 500-level HIST courses (6 credits)
HIST 690 Writing Seminar (3 credits)

Accelerated M.A. Timeline (B.A. with Secondary Teaching Concentration) — 30 Credits

Outline for degree completion of the Accelerated B.A. with a Secondary Teaching concentration and M.A. in History

Fall Semester, Junior year

Meet with faculty advisor or Director of Graduate Studies and apply for the program

Fall Semester, Senior year

HIST 500 Historiography (3 credits, double-counted)
HIST 580 Senior Seminar (3 credits, double-counted)

Spring Semester, Senior year

Student Teaching

Summer after Senior year

Two online 6-week 500-level courses (6 credits)

Notes:

- *Only two of these courses will be offered each summer.*
- *Because students are required to register for their six 500-level summer credits while they are still undergraduates, they must call the Office of the Registrar no later than the drop period for the summer semester to change their registration to graduate level*

Fall Semester, fifth year

Two 500-level HIST-coded courses (6 credits)
HIST 690 Writing Seminar (3 credits)

Spring Semester, fifth year

Two 500-level HIST-coded courses (6 credits)
HIST 690 Writing Seminar (3 credits)

LITERACY M.A.**College of Education and Behavioral Sciences**

See “Literacy M.A. (p. 212)”

DEGREE REQUIREMENTS — 30 CREDITS**Required Major Credits – 30 hours**

ELIT 610	Literacy Teaching	3
ELIT 615	Family & Community Literacy	3
ELIT 621	New Literacies	3
ELIT 623	Classroom Literacy Research Design	3
ELIT 630	Children’s Literature	3
ELIT 631	Content Literacy	3
ELIT 632	Teaching Writing	3
ELIT 671	Practical Literacy Assessment	3
ELIT 672	Literacy Leadership	3
ELIT 693	Capstone Literacy Seminar Implementing Research	3

Research

The following courses may be substituted for required courses as offered and with advisor consent:

ELIT 670	Directing a School-Wide Literacy Program	3
ELIT 692	Supervised Practicum in Literacy Coaching	4

MARRIAGE, COUPLES, AND FAMILY COUNSELING/THERAPY M.A.

College of Education and Behavioral Sciences

See “Marriage, Couples, and Family Counseling/Therapy M.A. (p. 197)”

This program is accredited by the Council for Accreditation of Counseling and Related Educational Programs.

Program Objectives

See “Clinical and School Counseling Requirements (p. 196)”

DEGREE REQUIREMENTS — 66-75 CREDITS

Recommended Electives

APCE 508	Workshop	1-3
APCE 609	Foundations of Play Therapy	3
APCE 617	Play Therapy: Theory and Practicum	3
APCE 785	Advanced Practicum in Community Engagement: Campus Connections	1

Required Major Core Credits — 66 hours

APCE 558	Diagnosis and Treatment Planning	3
APCE 603	Understanding Children, Adolescents, and Their Systems	3
APCE 605	Group Laboratory Experience	1
APCE 607	Theories of Counseling	3
APCE 612	Practicum in Individual Counseling	5
APCE 616	Career Theory, Counseling and Assessment	3
APCE 623	Understanding and Counseling Diverse Populations	3
APCE 624	Assessment and Treatment of Substance Abuse	3
APCE 650	Orientation to Clinical Counseling	3
APCE 657	Legal and Ethical Aspects of Counseling and Psychology	3
APCE 660	Psychological Consultation: Theory and Practice	3
APCE 661	Psychological Trauma and Intervention for Individuals, Families and Communities	3
APCE 662	Group Dynamics and Facilitation	3
APCE 665	Family Systems	3
APCE 668	Sexuality Counseling	3
APCE 669	Advanced Methods: Couples and Family Therapy	3
APCE 673	Appraisal and Assessment in Counseling	3
APCE 691	Internship in Clinical Counseling: Couples and Family Therapy	1-9

APCE 694	Practicum in Couples and Family Therapy	4
APCE 695	Seminar: Contemporary Issues in Couples and Family Therapy	3
PSY 530	Life Span Developmental Psychology	3
SRM 600	Introduction to Graduate Research	3
APCE 691: Take 2 hours		

MATHEMATICS M.A. – LIBERAL ARTS CONCENTRATION

College of Natural and Health Sciences

This program is intended for students who do not already possess a Master’s degree and wish to continue into the Ph.D. program in Educational Mathematics. It is not intended as a standalone program. Students who complete this program and are deemed to be making good progress are automatically admitted to continue with the Ph.D. program.

See “Mathematics M.A. (p. 228)”

Applicants to this program must submit the same application materials required for the Ph.D. program in Educational Mathematics: a CV (curriculum vitae); at least three letters of recommendation with the UNC cover sheet; current general GRE scores (the subject exam is not required); and an essay of approximately 500 words about their personal educational goals and specific interest in the University of Northern Colorado’s Educational Mathematics Ph.D. program.

DEGREE REQUIREMENTS — 30 CREDITS

Required Concentration Credits — 18 hours

MATH 525	Linear Algebra I	3
MATH 531	Basic Analysis I	3
MATH 532	Basic Analysis II	3
MATH 540	Introduction to Topology	3
MATH 560	Introductory Complex Variables	3
MED 610	Survey of Research in Mathematics Education	3

NOTE: MED 610 satisfies the Graduate School requirements for Introduction to Graduate Studies.

Required Elective Credits — 12 hours

Electives must be graduate level (500 or above) MATH, MED, or SRM courses, and must be approved by the student’s advisor. At most 3 of the required elective credits can be from MATH 599 or MED 599.

Comprehensive Examinations

A student may select any of the following options to satisfy the comprehensive examination requirement. At least two faculty members will be involved in judging whether or not the selected option has been completed satisfactorily.

- *Option 1.* Completion of an Action Research Project involving the selection of a problem related to the student’s teaching, review of relevant literature, plan, analysis and discussion. A copy of this project must be filed with the School; in addition, the student must make a presentation of the project. Students who choose this option will normally take MED 599 or MATH 599 to support their work on the project.
- *Option 2.* Completion of a Master’s Research Project involving the selection of a problem, review of relevant

literature, plan, analysis and discussion. A copy of this project must be filed with the School; in addition, the student must make a presentation of the project. This project may be associated with a course the student is taking, as long as it is an independent research project of high enough quality and approved in advance by the graduate program coordinator.

- *Option 3.* A written comprehensive examination over at least 2 of the required courses agreed upon in advance with the graduate program coordinator. Up to two hours of oral examination will be given upon successful completion of the written examination.

MATHEMATICS M.A. – TEACHING CONCENTRATION

College of Natural and Health Sciences

See “Mathematics M.A. (p. 228)”

Students must submit an essay of approximately 500 words addressing their interest in the Master of Arts in Mathematics degree program and their educational goals.

DEGREE REQUIREMENTS — 30 CREDITS

Required Concentration Credits — 9 hours

MATH 534	Continuous Mathematics	3
MATH 543	Modern Geometry	3
MED 600	Introduction to Research in Mathematics Education	3

NOTE: MED 600 satisfies the Graduate School requirements for Introduction to Graduate Studies

Elective Credits — 21 hours

Twelve semester hours must be selected from group A, six semester hours must be selected from group B and three semester hours must be selected from group C.

Group A (12 hours)

MATH 520	Functions and Equations	3
MATH 528	Discrete Mathematics	3
MATH 529	Mathematical Problem Solving	3
MATH 537	Mathematical Modeling	3
MATH 550	Applied Probability and Statistics	3
MATH 564	History of Mathematics	3
MATH 591	Abstract Algebra and Number Theory	3
MATH 595	Topics in Mathematics	1-3

Group B (6 hours)

MED 523	Teaching Algebra	3
MED 543	Teaching Geometry	3
MED 550	Teaching Applied Probability and Statistics	3
MED 555	Teaching Secondary Math for Understanding	3
MED 560	Culture in the Math Classroom	3
MED 565	Quantitative Reasoning in Secondary Mathematics	3
MED 595	Teaching Advanced Topics in Secondary School Mathematics	3
MED 673	Teaching and Learning Mathematics on the Elementary Level	3
MED 674	Teaching and Learning Mathematics on the Secondary Level	3

Group C (3 hours)

MATH 599	Mathematics Action Research Project Seminar	3
MED 599	Action Research Project Seminar	3

Additional electives may be chosen from courses offered by the school or other schools with the approval of the student’s advisor.

Comprehensive Examinations

A student may select either one of the following options to satisfy the comprehensive examination requirement.

Normally, at least three faculty members will be involved in judging whether or not the selected option has been completed satisfactorily.

- *Option 1.* A written examination over the three required courses and over one other course from Group B above (student’s choice). Up to two hours of oral examination will be given upon successful completion of the written examination.
- *Option 2.* Completion of the Action Research Project involving the selection of a problem, review of relevant literature, plan, data analysis and discussion. A copy of this project must be filed with the School; in addition, the student must make a presentation of the project. Students who choose this option take MED 599 or MATH 599 to support their work on the project.

MULTILINGUAL EDUCATION M.A. – TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

College of Education and Behavioral Sciences

See “Multilingual Education M.A. - Teaching English to Speakers of Other Languages (TESOL) (p. 213)”

DEGREE REQUIREMENTS — 30 CREDITS

Required Credits — 24 credits

ECLD 504	Field Experience in Culturally & Linguistically Diverse Education	3
ECLD 510	Practices in ESL/EFL Instruction and Assessment	3
ECLD 590	Communication and Technologies for Multilingual Education	3
or		
ET 525	Learners and Curriculum in the Digital Age	3
or		
ET 640	Applications of Multiliteracies	3
ECLD 592	Second Language Acquisition Theory	3
ECLD 594	Foundations of Language and Linguistics for ESL/Bilingual Educators	3
ECLD 601	Language, Linguistics, and Education	3
ECLD 605	Seminar in Multilingual Teaching and Learning	3
SRM 600	Introduction to Graduate Research	3

Elective Credits — 6 credits

Elective One - Choose One

ECLD 523	Academic Language/Literacy Development for Diverse Learners in School Settings	3
ECLD 591	Multilingualism and Multilingual Education: Theories and Practices	3

Elective Two - Choose One

ECLD 523	Academic Language/Literacy Development for Diverse Learners in School Settings	3
ECLD 593	Language, School and Society	3
ECLD 596	Effective Instruction in Culturally and Linguistically Diverse Education	3
ECLD 602	Teaching Culturally Linguistically Diverse and Bilingual Learners	3
EDSE 679	Interventions for Students with Cultural and Linguistic Differences	3

Comprehensive Exam

Candidates must successfully pass a comprehensive exam at the end of the master’s degree program.

MULTILINGUAL EDUCATION M.A. – WORLD LANGUAGE LICENSURE PROGRAM

College of Education & Behavioral Sciences

See “Multilingual Education MA World Language Licensure Program (p. 213)”

Program Requirements

This licensure program requires an intensive field component that necessitates students to have means of transportation. UNC may provide transportation for a transportation fee of \$500 to \$700 per semester of practicum and student teaching.

PTEP Program Requirements

Teacher candidates who complete an approved content degree and the UNC professional teacher education program, as well as pass the appropriate Colorado Department of Education designated PRAXIS exam (if applicable), will be eligible for recommendation from UNC for a Colorado Department of Education teaching license.

If you are seeking licensure in your program area, the following items are required to complete your program.

- Complete paperwork for Application for Initial Graduate Admission to PTEP
- Complete paperwork for Application for Student Teaching
- Successfully pass content specific PRAXIS test prior to Student Teaching
- Candidates may not take extra courses with Student Teaching without prior approval from the Program Coordinator and the STE Director.
- All PTEP Field Experiences and methods courses need to be successfully completed prior to Student Teaching.
- Student Teaching outside the supervision of UNC Faculty may or may not be approved. Teacher Candidates will not be placed in a school where they were once students or where they have a close relative attending and/or working.
- Teacher Candidates have the right to petition this policy at the discretion of the program coordinator.
- Teacher education and educator preparation licensure programs do not accept Professional Teacher Education Program (PTEP) or field based courses that are more than ten years old. PLEASE NOTE: Please work with your program coordinator or advisor to determine when these requirements will be completed throughout your program.

DEGREE REQUIREMENTS — 33 CREDITS

Candidates must successfully pass a comprehensive exam at the end of the master’s degree program.

Candidates will also, prior to student teaching, provide proof of evidence of meeting the State requirement for professional competency in the content area through one of the following options:

1. A degree in the target world language; or
2. Passing score of state recognized test: Praxis, NES, or Place depending on the specific target language; or
3. 24 semester hours of college level coursework that meet the minimum requirement in each of the areas as required by the State.

Required Courses — 33 Credits

ECLD 523	Academic Language/Literacy Development for Diverse Learners in School Settings	3
ECLD 541	Methods of Language Teaching in Multilingual Settings	3
ECLD 592	Second Language Acquisition Theory	3
ECLD 594	Foundations of Language and Linguistics for ESL/Bilingual Educators	3
ECLD 605	Seminar in Multilingual Teaching and Learning	3
EDF 500	Conceptions of Schooling	3
EDFE 501	Practicum	1-4
EDFE 555	Supervised Student Teaching	1-9
EDSE 679	Interventions for Students with Cultural and Linguistic Differences	3
or		
EDSE 510	Foundations of Special Education	3
SRM 600	Introduction to Graduate Research Comprehensive Exam	3 0

Note:

For EDFE 501, students should take 3 credits

For EDFE 555, students should take 6 credits

Students who possess an active Colorado teaching endorsement in a world language may waive EDFE 555, but will be required to complete minimum 30 credits to earn the degree.

MUSIC M.M. – COLLABORATIVE PIANO CONCENTRATION

College of Performing and Visual Arts

See “Music M.M. (p. 240)”

In addition to the Music, M.M. requirements above, proficiency in diction and translation of two standard foreign languages (selected from French, German and Italian) will be examined upon entry. Candidates with deficiencies will meet with their major advisor and other appropriate faculty to determine the best way to remedy those deficiencies.

DEGREE REQUIREMENTS — 30-31 CREDITS

Required Concentration Credits — 24 hours

Studies in Major Area

MUS 540	Techniques of Vocal Coaching for Pianists	2
MUS 541	Chamber Music Literature for Keyboard	2
MUS 600	Introduction to Musical Scholarship	2
MUS 694	Master’s Recital	2
MUS 665	Individual Instruction in Collaborative Piano Ensemble by advisement	2

MUS 665: Take 8 hours

Other studies in Music

Music History, Music Theory	6
-----------------------------	---

Courses will be selected by advisement based upon candidates’ needs identified through advisory examination.

Elective Concentration Credits — 6-7 hours

Electives will be selected by advisement based upon candidate’s need identified through examination.

MUS 507	History of Instruments and Instrumental Practices	3
MUS 510	Vocal Pedagogy	2
MUS 536	German Art Song	2
MUS 538	French/Italian Art Song	2
MUS 539	British/American Art Song	2
MUS 559	Opera History and Literature	2
MUS 630	Small Ensembles and Chamber Music	1
MUS 671	Individual Instruction in Piano	2

MUSIC M.M. – CONDUCTING CONCENTRATION

College of Performing and Visual Arts

See “Music M.M. (p. 240)”

DEGREE REQUIREMENTS — 30-31 CREDITS

Required Concentration Credits — 26 hours

MUS 511	Wind Band Literature and Techniques	2
MUS 512	Symphonic Repertoire	2
MUS 550	Score Reading and Analysis	1
MUS 551	Individual Instruction in Conducting	1
MUS 558	Choral Literature and Techniques	2
MUS 600	Introduction to Musical Scholarship	2
MUS 693	Practicum in Music	1-4
	Individual Instruction in Major Instrument or Voice	4
	Major Performing Organization	2

MUS 551: Take 4 hours

Music History and Theory — 6 hours

Courses will be selected by advisement based upon candidates’ needs identified through advisory examination.

Elective Concentration Credits — 4-5 hours

MUS 564	Problems in Teaching Voice	2
MUS 580	String Techniques for the Conductor	2
MUS 650	Seminar: Choral Music	2
MUS 653	Vocal Literature and Styles	3
MUS 657	Instrumental Literature and Styles	3
MUS 658	Brass Pedagogy	3
MUS 661	Percussion Pedagogy	2
MUS 662	Woodwind Pedagogy	2
MUS 685	Performance in Opera Theatre	1

Program Note

A recorded public recital and correlative paper are required. The performance will be conducted by the candidate and evaluated by the major advisor and relevant faculty. It is the student’s responsibility to file a printed program and audio recording of the performance with the School of Music Office and the Music Library.

MUSIC M.M. – INSTRUMENTAL PERFORMANCE CONCENTRATION

College of Performing and Visual Arts

See “Music M.M. (p. 240)”

DEGREE REQUIREMENTS — 30-31 CREDITS

Required Concentration Credits — 22-23 hours

Studies in the Major Area (14 hours)		
MUS 600	Introduction to Musical Scholarship	2
MUS 694	Master’s Recital	2
	Individual Instruction	8
	Major Performing Organization	2

String, Woodwind, Brass, and Percussion performers will participate in a major ensemble each semester in residence.

Keyboard majors will enroll in ensemble by advisement.

Other Studies in Music (8-9 hours)

Music History, Music Theory	6
Pedagogy	2-3

NOTES: Other Studies in Music will be selected by advisement based upon candidate’s needs identified through advisory examination.

In addition to the Music, M.M. requirements above, brass, woodwind, string, and percussion majors will take a written examination on instrumental techniques in their instrument area.

Elective Credits — 8 hours

Electives will be selected by advisement based upon candidate’s needs identified through examination.

Program Notes

Master of Music candidates in performance must present a public recital. It is the student’s responsibility to file a printed program and tape recording of the performance with the School of Music Office and the Music Library.

A correlative paper may be required in conjunction with the recital at the discretion of the individual school.

Performance concentrations are available in flute, oboe, clarinet, bassoon, saxophone, horn, trumpet, tenor trombone, bass trombone, euphonium, tuba, percussion, violin, viola, violoncello, string bass, harp, keyboard, voice, and guitar.

MUSIC M.M. – JAZZ STUDIES CONCENTRATION

College of Performing and Visual Arts

See “Music M.M. (p. 240)”

DEGREE REQUIREMENTS — 32 CREDITS

Required Concentration Credits — 29 hours

MUS 542	Jazz Pedagogy	2
MUS 544	Seminar in Jazz History	3
MUS 547	Advanced Arranging	2
MUS 585	Advanced Jazz Improvisation	2
	or	
MUS 555	Seminar in Jazz Composition	2
MUS 600	Introduction to Musical Scholarship	2
MUS 625	Jazz Ensembles	1
	or	
MUS 624	Vocal Jazz Ensembles	1
MUS 636	Individual Instruction in Jazz	2
	or	
MUS 637	Individual Instruction in Jazz Composition	2
MUS 694	Master’s Recital	2

MUS 624: Take 2 hours

MUS 625: Take 2 hours

MUS 636 or MUS 637: Take 8 hours

Other Studies in Music

Music History, Music Theory	6
-----------------------------	---

Other Studies in Music will be selected by advisement based upon candidates needs identified through advisory examination.

Elective Concentration Credits — 3 hours

Electives will be selected by advisement based upon candidate’s needs identified through examination.

Program Notes

Master of Music candidates in jazz studies must present a public recital. This recital should be recorded and a printed program and CD recording should be filed with the School of Music Office and the Music Library. A correlative paper will be required in conjunction with the recital.

All graduate students enrolling in the School of Music as majors are expected to attend major recitals, concerts, productions and convocations on a regular basis as part of the course program.

Residency, when stated in the music section of this catalog, is interpreted to mean 9 credit hours or more per semester.

Jazz Studies specializations are available in saxophone, trumpet, trombone, guitar, piano, bass, and drums.

Master of Music candidates will take a written comprehensive examination at a time approved by the major advisor.

This is a highly selective degree program. Admission is by audition for the applied jazz faculty and is dependent on studio availability.

MUSIC M.M. – MUSIC EDUCATION CONCENTRATION

College of Performing and Visual Arts

See “Music M.M. (p. 240)”

DEGREE REQUIREMENTS — 30-36 CREDITS

Required Concentration Credits — 12 hours

Studies in the Major Area (9 hours)

MUS 519	Foundations of Music Education	3
MUS 533	Curriculum Trends in Music Education	3
MUS 610	Research in Music Education	3

Studies in Professional Education (3 hours)

Selected from the following content areas such as: Psychology of Music Teaching and Learning, Multicultural Education, Educational Psychology, Educational Foundations or Special Education (3).

Credits in Music Studies — 10-16 hours

To be selected in consultation with program advisor (10-16).

Elective Credits in Music and other areas — 8 hours

Courses should be based upon the candidate’s specialized teaching area and professional goals.

Thesis option:

MUS 699: Take 6 credits.

Program Notes

Candidates will be asked to take an advisory examination on topics related to music education.

The School of Music will consider examinations, scholarly papers and musical performance in all areas of study to assess student progress throughout the program.

Each master’s degree student must pass a written comprehensive examination or otherwise show competency in the discipline by successfully completing a specified equivalent that has been approved by the Graduate Council (thesis or project in lieu of comprehensive examinations). Defense of a project or thesis in lieu of comprehensive examinations is equivalent to administering the comprehensive examination.

MUSIC M.M. – MUSIC HISTORY AND LITERATURE CONCENTRATION

College of Performing and Visual Arts

See “Music M.M. (p. 240)”

DEGREE REQUIREMENTS — 30 CREDITS

Required Concentration Credits — 27 hours

MUS 600	Introduction to Musical Scholarship	2
MUS 649	Music History Pedagogy	3
MUS 699	Thesis	1-6
	Music History	9
	Music Theory Courses	3
	Major Performing Organization and/or Individual Instruction	4

Elective Credits — 3 hours

Electives will be selected by advisement, based upon candidate’s needs identified through examination.

Program Notes

Music Theory and Music History courses are selected by advisement based on the candidate’s area of focus and upon the candidate’s needs identified through the advisory examination.

Students who are able to demonstrate competency in any required course may substitute an elective chosen in consultation with the advisor.

MUSIC M.M. – MUSIC COMPOSITION CONCENTRATION

College of Performing and Visual Arts

See “Music M.M. (p. 240)”

DEGREE REQUIREMENTS — 33 CREDITS

Required Concentration Credits — 33 hours

MUS 509	Electronic Music	3
MUS 600	Introduction to Musical Scholarship	2
MUS 603	Analytical Studies in Music	3
MUS 677	Individual Instruction in Composition	2
MUS 699	Thesis	1-6
	Music Performing Organization and/or Individual Performance	2
	Music History	6

MUS 677: Take 8 credits

MUS 699: Thesis: Take 6 credits (or original composition)

Select one of the following courses: (3 hours)

MUS 651	Seminar in Music History: Debussy to 1945	3
MUS 652	Seminar in Music History: 1945 to the Present	3

Program Notes

Studies in Music History will be selected by advisement based upon candidate’s needs identified through advisory examination.

Note: *MUS 502 and MUS 503 may be required if advisory examinations indicate that these courses will significantly increase the strength of Master of Music candidates in Theory and Composition.*

Students who are able to prove their competency in any of the required courses listed above may substitute electives chosen in consultation with the advisor.

Master of Music candidates will present a recital of their compositions written as part of their degree program.

In addition to the Music, M.M. requirements above, Theory and Composition candidates must submit examples of works composed, supported if possible by recordings.

This concentration requires that the student has completed a Bachelor’s degree in music.

MUSIC M.M. – MUSIC THEORY CONCENTRATION

College of Performing and Visual Arts

See “Music M.M. (p. 240)”

DEGREE REQUIREMENTS — 30 CREDITS

Required Concentration Credits - 27 hours

MUS 504	Music Theory Pedagogy	3
MUS 595	Music Theory Seminar	3
MUS 600	Introduction to Musical Scholarship	2
MUS 603	Analytical Studies in Music	3
MUS 604	Linear Analysis	3
MUS 699	Thesis	1-6
	Music History Course	3
	Music Performing Organization and/or Individual Performance	4

MUS 595: Seminar in Music Theory may be repeated for credit as long as the content differs.

MUS 699: Take 6 credits

Elective Credits - 3 hours

Electives will be selected by advisement, based upon candidate’s needs identified through examination. Additional courses in music theory, history, or language are recommended.

NOTES: Students who are able to demonstrate competency in any required course may substitute an elective chosen in consultation with the advisor.

MUSIC M.M. – VOCAL PERFORMANCE CONCENTRATION

College of Performing and Visual Arts

See “Music M.M. (p. 240)”

In addition to the Music MM requirements above, prospective Vocal Performance students must perform an entrance audition that represents their language ability. Students are required to prepare four contrasting selections in four different languages. One selection must be in English, one must be an aria, one must be an art song, and one must have been composed after 1950.

DEGREE REQUIREMENTS — 36 CREDITS

Required Concentration Credits — 30 hours

Take all of the following (16 hours)

MUS 559	Opera History and Literature	2
MUS 600	Introduction to Musical Scholarship	2
MUS 694	Master’s Recital	2
	Individual Instruction	8
	Major Performing Organization	2

Select one of the following courses (2 hours)

MUS 510	Vocal Pedagogy	2
MUS 564	Problems in Teaching Voice	2

Select two of the following courses (4 hours)

MUS 536	German Art Song	2
MUS 538	French/Italian Art Song	2
MUS 539	British/American Art Song	2

Select two credits from the following (2 hours)

MUS 534	Acting for Singers	2
MUS 685	Performance in Opera Theatre	1
MUS 686	Scene Studies in Opera	1

Other Studies in Music (6 hours)

	Music History, Music Theory	6
--	-----------------------------	---

Other Studies in Music will be selected by advisement based upon candidate’s needs identified through advisory examination.

Elective Credits — 6 hours

To be chosen from the following courses:

MUS 536	German Art Song	2
MUS 538	French/Italian Art Song	2
MUS 539	British/American Art Song	2
MUS 560	Opera Directing Seminar	1-3
MUS 561	Vocal Coaching for Singers	1
MUS 564	Problems in Teaching Voice	2
MUS 605	English Diction	1
MUS 606	German Diction	1
MUS 607	French Diction	1
MUS 608	Italian Diction	1
MUS 628	UNC Early Music Ensemble	1

MUS 656	UNC European Summer Opera Program	1-6
MUS 666	Chamber Choir	1
MUS 680	Mixed Concert Choir	1
MUS 681	Women’s Glee Club	1
MUS 684	Men’s Glee Club	1
MUS 685	Performance in Opera Theatre	1
MUS 686	Scene Studies in Opera	1

Program Notes

In order to graduate, Master of Music students in the area of Vocal Performance must demonstrate diction mastery (spoken and International Phonetic Alphabet) in German, French, Italian, and English.

Master of Music candidates in voice must present a public recital. It is the student’s responsibility to file a printed program and recording of the performance with the School of Music Office and the Music Library.

A correlative paper may be required in conjunction with the recital at the discretion of the individual area.

NURSING M.S.N. – ADULT GERONTOLOGY ACUTE CARE NURSE PRACTITIONER (AGACNP) CONCENTRATION

College of Natural and Health Sciences

See “Nursing M.S.N. (p. 229)”

Prerequisites: Undergraduate Research, Undergraduate Physical Assessment Course

DEGREE REQUIREMENTS — 50 CREDITS

Required Major Core Credits — 12 hours

NURS 507	Policy, Leadership and Nursing Issues	3
NURS 601	Theoretical Foundations for Advanced Nursing	3
NURS 606	Research and Evidence-based Practice in Nursing	3
NURS 608	Advanced Health Care Concepts	3

NP Concentration — 16 hours

NURS 612	Advanced Pharmacology	4
NURS 613	Advanced Health Assessment	4
NURS 614	Advanced Pathophysiology	3
NURS 624	Health Promotion and Disease Prevention in Advanced Practice of Nursing	3
NURS 690	Advanced Professional Role	2

AGACNP Concentration — 22 hours

NURS 651	Adult Gerontology Acute Care I	3
NURS 652	Adult Gerontology Acute Care II	3
NURS 653	Adult Gerontology Acute Care III	3
NURS 682	AGACNP Practicum I	3
NURS 683	AGACNP Practicum II	2
NURS 684	AGACNP Acute Care Skills	1
NURS 686	AGACNP Practicum III	3
NURS 693	AGACNP Synthesis Practicum	4

Program Notes

Successful completion of a comprehensive exam is required to complete the Master of Science in Nursing program. Completion of a master’s thesis is an option: NURS 699 Master’s Thesis (6).

NURSING M.S.N. – FAMILY NURSE PRACTITIONER (FNP) CONCENTRATION

College of Natural and Health Sciences

Program Requirements: A minimum grade of ‘B’ or better or satisfactory in all nursing courses must be earned.

See “Nursing M.S.N. (p. 229)”

Prerequisites: Undergraduate Research, Undergraduate Physical Assessment Course

DEGREE REQUIREMENTS — 53 CREDITS

Required Major Core Credits — 12 hours

NURS 507	Policy, Leadership and Nursing Issues	3
NURS 601	Theoretical Foundations for Advanced Nursing	3
NURS 606	Research and Evidence-based Practice in Nursing	3
NURS 608	Advanced Health Care Concepts	3

NP Concentration — 18 hours

NURS 612	Advanced Pharmacology	4
NURS 613	Advanced Health Assessment	4
NURS 614	Advanced Pathophysiology	3
NURS 624	Health Promotion and Disease Prevention in Advanced Practice of Nursing	3
NURS 690	Advanced Professional Role	2
NURS 697	Scholarship of Advanced Nursing Practice	2

FNP Concentration — 23 hours

NURS 654	Acute Care of Adults	3
NURS 656	Care of Chronic Illness in Adults	3
NURS 674	Care of Women and Pediatric Populations	3
NURS 675	FNP Clinical I	2
NURS 676	FNP Advanced Clinical Topics	2
NURS 677	FNP Clinical II	4
NURS 689	FNP Clinical Synthesis	1-6

Note: NURS 689: Take 6 hours

Program Notes

Successful completion of a comprehensive exam is required to complete the Master of Science in Nursing program. Completion of a master’s thesis is an option: NURS 699 Master’s Thesis (6).

NURSING M.S.N. – LEADERSHIP, QUALITY AND SAFETY CONCENTRATION

College of Natural and Health Sciences

Program Requirements: A minimum grade of ‘B’ or better or satisfactory in all nursing courses must be earned.

See “Nursing M.S.N. (p. 229)”

Prerequisites: Baccalaureate Degree in Nursing

DEGREE REQUIREMENTS — 30 CREDITS

Required Major Core Credits — 9 hours

NURS 507	Policy, Leadership and Nursing Issues	3
NURS 601	Theoretical Foundations for Advanced Nursing	3
NURS 606	Research and Evidence-based Practice in Nursing	3
Non-Thesis Concentration — 21 hours		
NURS 616	Measurement of Clinical Outcomes for Advanced Nursing Practice	3
NURS 621	Management of Clinical Outcomes	4
NURS 626	Management of Care Environment	4
NURS 631	Teaching Strategies for Practice and Academic Settings	3
NURS 646	Integrative Clinical Concepts	4
NURS 668	Population Centered Health Care	3

PHYSICAL EDUCATION AND PHYSICAL ACTIVITY LEADERSHIP M.A.T.

College of Natural and Health Sciences

See “Physical Education M.A.T. (p. 236)”

DEGREE REQUIREMENTS — 30 CREDITS

Course Requirements

SES 603	Professional Development Seminar	3
SES 604	Teacher and Coach Action Research	3
SES 612	Assessment in Sport Pedagogy	3
SES 614	Analysis of Teaching in Physical Education	3
SES 643	Instructional Strategies for K-12 Physical Education	3
SES 646	Comprehensive School Physical Activity Programming	3
SES 647	School Physical Activity Policy, Advocacy, and Leadership	3
SES 648	Theories of Health Behavior	3
SES 649	School-Based Nutrition & Wellness	3
SES 680	Perspectives in Sport Pedagogy	3

Comprehensive Examination

All students must pass a non-sequestered written Comprehensive Examination. The examination consists of essential course content and a final report of results from a school-based physical activity initiative.

PUBLIC HEALTH M.P.H. – COMMUNITY HEALTH EDUCATION CONCENTRATION

College of Natural and Health Sciences

See “Public Health M.P.H. (p. 226)”

DEGREE REQUIREMENTS — 42 CREDITS

Required Major Credits — 33 hours

CH 509	Behavior Change Theories	3
CH 520	Foundations in Public Health	2
CH 530	Strategies for Community Health Promotion	3
CH 535	Effective Community Health Engagement	3
CH 550	Environmental Health	3
CH 610	Program Planning and Evaluation	3
CH 612	Statistical Applications in Public Health	3
CH 620	Epidemiology	3
CH 635	Policy, Advocacy, Leadership & Management in Community Health	3
CH 686	MPH Masters Project	2
CH 693	MPH Practicum	2

CH 520: This course is offered through CSPH as PUBH 6600.

Select one of the following courses:

CH 615	Methods in Public Health Research and Evaluation	3
SRM 600	Introduction to Graduate Research	3

Required Elective Credits — 9 hours

There are numerous elective courses available through UNC’s Community Health Program, as well as through the Colorado School of Public Health. The elective suggestions provided below are for students who may want to focus their education in a specialization area. All elective credits are selected with consent of advisor.

Electives for Specialization Area of Coordinated School Health:

CH 525	Contemporary Issues in School Health	3
EDF 500	Conceptions of Schooling	3

Electives for Specialization Area of Gerontology may be selected from:

GERO 560	Community Resources for Older Adults	3
GERO 625	Psychosocial Aspects of Aging	3
GERO 635	Social Policies of Aging	3
GERO 640	Health Aspects of Gerontology	3

Program Notes

Students must complete 150 practicum field hours and successfully complete a capstone experience (formal report and public presentation) which incorporates core competencies with the practicum experience. Students may also pursue a thesis option in lieu of 6 elective hours upon consultation and approval by their faculty advisor. Completion and presentation of a capstone project satisfies the completion of the comprehensive exam.

CU Denver, on behalf of the School, will confer the professional degrees (MPH, DrPH) with each Party’s signature and seal shown on the diploma. Final recommendations about students’ eligibility for graduation will be made by the Dean of the School or designee, who will forward the recommendations as specified in the policies of the CU Board of Regents, CSU Board of Governors and UNC Board of Trustees.

REHABILITATION COUNSELING M.A.**College of Natural and Health Sciences**

See "Rehabilitation Counseling M.A. (p. 233)"

DEGREE REQUIREMENTS — 60 CREDITS**Required Major Credits — 54 hours**

APCE 623	Understanding and Counseling Diverse Populations	3
APCE 657	Legal and Ethical Aspects of Counseling and Psychology	3
PSY 530	Life Span Developmental Psychology	3
RCS 580	Foundations of Rehabilitation Counseling	3
RCS 581	Assessment of Adults with Disabilities	3
RCS 585	Career Counseling and Placement for People with Disabilities	3
RCS 604	Family, Cultural and Psychological Aspects of Disability	3
RCS 605	Medical Aspects of Disability	3
RCS 610	Interpretation and Evaluation of Behavioral Research	3
RCS 630	Counseling Theories and Techniques in Rehabilitation	3
RCS 631	Group Processes in Rehabilitation	3
RCS 692	Clinical Internship in Rehabilitation	1-18
RCS 694	Supervised Counseling in Rehabilitation	6

RCS 692: Take 15 credits

RCS 692: Must be completed in an approved rehabilitation counseling setting.

Elective Credits — 6 hours

APCE 624	Assessment and Treatment of Substance Abuse	3
EDSE 541	Introduction to Visual Impairments and Deaf-Blindness	3
EDSE 546	Principles of Orientation and Mobility	3
EDSE 548	Medical and Educational Implications of Visual Impairments	3
GERO 665	Research Application and Grant Development	3
RCS 650	Human Resources System	3

NOTES: To complete requirements for rehabilitation counseling, 6 semester hours of electives, approved by the faculty advisor, must be taken.**Program Notes**

The required major courses are offered online, during the evenings, and in a weekend workshop format in order to accommodate the academic needs of adult learners

Passing the Certified Rehabilitation Counselor (CRC) national examination is required for successful completion of the Master of Arts degree in Rehabilitation Counseling.

The master's program is fully accredited by the Council for Accreditation of Counseling & Related Educational Programs (CACREP) and qualifies students to obtain the Certified Rehabilitation Counselor (CRC) designation.

SCHOOL COUNSELING M.A.**College of Education and Behavioral Sciences**

This program is accredited by the Council for Accreditation of Counseling and Related Educational Programs.

See “School Counseling M.A. (p. 197)”

DEGREE REQUIREMENTS — 63-75 CREDITS**Recommended Electives**

APCE 508	Workshop	1-3
APCE 609	Foundations of Play Therapy	3
APCE 617	Play Therapy: Theory and Practicum	3
APCE 668	Sexuality Counseling	3
APCE 785	Advanced Practicum in Community Engagement: Campus Connections	1

Required Major Credits — 63 hours

APCE 558	Diagnosis and Treatment Planning	3
APCE 602	Foundations of School Counseling	3
APCE 603	Understanding Children, Adolescents, and Their Systems	3
APCE 605	Group Laboratory Experience	1
APCE 606	Theories and Practices in Group Guidance	3
APCE 607	Theories of Counseling	3
APCE 608	Organization, Administration and Evaluation of School Counseling Programs	3
APCE 612	Practicum in Individual Counseling	5
APCE 614	Internship in School Counseling and Guidance	1-9
APCE 616	Career Theory, Counseling and Assessment	3
APCE 619	Practicum II in Individual Counseling	3
APCE 623	Understanding and Counseling Diverse Populations	3
APCE 624	Assessment and Treatment of Substance Abuse	3
APCE 657	Legal and Ethical Aspects of Counseling and Psychology	3
APCE 660	Psychological Consultation: Theory and Practice	3
APCE 661	Psychological Trauma and Intervention for Individuals, Families and Communities	3
APCE 665	Family Systems	3
APCE 673	Appraisal and Assessment in Counseling	3
PSY 530	Life Span Developmental Psychology	3
SRM 600	Introduction to Graduate Research	3

APCE 614: Take 6 hours.

Program Note

Students wishing to obtain Colorado licensure in this area are required to pass proficiency examination(s). Students should contact the Teaching/Special Services Licensing Office for information.

SECONDARY PEDAGOGY M.A.T. – LICENSURE: SECONDARY LICENSURE (GRADES 7-12)

College of Education and Behavioral Sciences

The MAT Secondary Pedagogy program consists of 36 semester hours and a Comprehensive Examination. The Comprehensive Examination will stem from students' work in EDF 653: Educational Inquiry Seminar and can take multiple forms, as approved by a student's advisor and evaluated by a faculty committee.

The Secondary Pedagogy M.A.T. can be licensed in the following areas: English/Language Arts, Social Studies, Math, and Science.

See "Secondary Pedagogy M.A.T. - Licensure: Secondary Licensure (Grades 7-12) (p. 213)"

PTEP Program Requirements:

Teacher candidates who complete an approved content degree and the UNC professional teacher education program, as well as pass the appropriate Colorado Department of Education designated PRAXIS exam (if applicable), will be eligible for recommendation from UNC for a Colorado Department of Education teaching license.

If you are seeking licensure in your program area, the following items are required to complete your program.

- Completion of Graduate Application for Initial Admission to PTEP
- Completion of EDFE 130 or Application for Student Teaching
- Successfully pass content specific PRAXIS test prior to Student Teaching
- Candidates may not take extra courses with Student Teaching without prior approval from the Program Coordinator and the STE Director.
- All PTEP Field Experiences and methods courses need to be successfully completed prior to Student Teaching.
- Student Teaching outside the supervision of UNC Faculty may or may not be approved.
- Teacher Candidates will not be placed in a school where they were once students or where they have a close relative attending and/or working.
- Teacher education and educator preparation licensure programs do not accept Professional Teacher Education Program (PTEP) or field based courses that are more than ten years old. PLEASE NOTE: Teacher Candidates have the right to petition this policy at the discretion of the program coordinator.

Please work with your content advisor to determine when these requirements will be completed throughout your program.

DEGREE REQUIREMENTS — 36 CREDITS

Take all of the following courses:

ECLD 523	Academic Language/Literacy Development for Diverse Learners in School Settings	3
EDF 500	Conceptions of Schooling	3
EDF 645	Innovative Practice in Contemporary Education	3
EDF 648	Foundations of Instructional Methods	3
EDF 653	Educational Inquiry Seminar	3
EDF 685	Philosophical Foundations of Education	3
EDFE 550	Practicum in Secondary Schools	2
EDFE 551	Secondary Practicum Seminar	1
EDFE 556	Student Teaching in Secondary Schools	4
EDFE 557	Secondary Student Teaching Seminar	2
EDSE 509	Strategies for Students with Exceptionalities	3
PSY 500	Educational Psychology for Teachers	3
SRM 600	Introduction to Graduate Research	3

SOCIOLOGY M.A. – APPLIED CONCENTRATION

College of Humanities and Social Sciences

See “Sociology M.A. (p. 216)”

The master’s program in Sociology emphasizes the application of sociological theory and research methods to various social problems experienced by groups, communities, organizations, schools, and governmental bodies. The applied concentration program culminates in a professional research report based on the research internship experience.

DEGREE REQUIREMENTS — 30 CREDITS

Required Sociology Credits — 21 credits

SOC 539	Seminar in Sociological Practice	3
SOC 552	Applied Social Theory	3
SOC 597	Special Topics in Inequality	3
SOC 660	Applied Social Research	3
SOC 691	Research Internship	1-9

SOC 691: Take 6 credits

Take one of the following (both preferred):

SOC 562	Social Statistics	3
SOC 563	Qualitative Methods	3

Elective Credits — 9 credits

Elective credits may be any 500 or 600 level courses in Sociology.

Professional Research Report

The professional research report is completed in conjunction with six SOC 691 Research Internship credit hours to be taken in 3-credit increments. In consultation with their advisor, students work with their internship site supervisor to plan and conduct a research project which culminates in a professional research report.

SOCIOLOGY M.A. – THESIS CONCENTRATION

College of Humanities and Social Sciences

See “Sociology M.A. (p. 216)”

The master’s program in Sociology emphasizes the application of sociological theory and research methods to various social problems experienced by groups, communities, organizations, schools, and governmental bodies. The thesis concentration program culminates in a thesis research project.

DEGREE REQUIREMENTS — 30 CREDITS

Required Sociology Credits — 21 credits

SOC 539	Seminar in Sociological Practice	3
SOC 552	Applied Social Theory	3
SOC 597	Special Topics in Inequality	3
SOC 660	Applied Social Research	3
SOC 699	Thesis	1-6

SOC 699: Take 6 credits

Take one of the following (both preferred):

SOC 562	Social Statistics	3
SOC 563	Qualitative Methods	3

Elective Credits — 9 credits

Elective credits may be any 500 or 600 level courses in Sociology.

Thesis

The thesis requires six SOC 699 credit hours to be taken in 3-credit increments. Completion of the thesis requires oral defenses of the proposal and the final draft before a faculty committee. Students who are interested in conducting a thesis project must consult their advisor and apply for this option to the Sociology graduate faculty during their second semester of study.

SPECIAL EDUCATION M.A. – DEAF AND HARD OF HEARING CONCENTRATION

College of Education and Behavioral Sciences

See “Special Education M.A. (p. 205)”

DEGREE REQUIREMENTS — 36-43 CREDITS

Required Major Core Credits — 3 hours

SRM 600	Introduction to Graduate Research	3
---------	-----------------------------------	---

Required Prerequisites — 7 hours

ASLS 266	Normal Speech and Language Development	3
ASLS 370	Basic Audiology	4

Ability to communicate, with advanced proficiency in American Sign Language and/or a sign system.

NOTE: Advisor approved transfer credit equivalency may be accepted for the required prerequisite courses.

Required Concentration Credits — 33 hours

EDSE 510	Foundations of Special Education	3
EDSE 511	Content Accessibility for CLD and Students with Identified Needs	3
EDSE 512	Assessment, IEP Development and Instructional Planning	3
EDSE 550	Foundations of Deaf Education	3
EDSE 651	Collaboration: Deaf/Hard of Hearing	3
EDSE 652	Auditory Skill Development: Deaf/Hard of Hearing	3
EDSE 653	Speech: Deaf/Hard of Hearing	3
EDSE 654	Language: Deaf/Hard of Hearing	3
EDSE 655	Literacy: Deaf/Hard of Hearing	3
EDSE 656	Curriculum and Instruction: Deaf/Hard of Hearing	3
EDSE 657	Practicum: Deaf/Hard of Hearing	3-6

Note: EDSE 657: Take a minimum of 3 credit hours.

Program Notes

Students are required to complete a sign language proficiency test, which will be administered before each student’s practicum placement or they must successfully pass ASL 202: American Sign Language IV prior to enrolling in practicum. Please note that ASL 202 may not be counted for graduate credit.

SPECIAL EDUCATION M.A. – EARLY CHILDHOOD SPECIAL EDUCATION CONCENTRATION

College of Education and Behavioral Sciences

See “Special Education M.A. (p. 205)”

DEGREE REQUIREMENTS — 36 CREDITS

Required Major Core Credits — 3 hours

SRM 600	Introduction to Graduate Research	3
---------	-----------------------------------	---

Required Concentration Credits — 33 hours

EDSE 510	Foundations of Special Education	3
EDSE 511	Content Accessibility for CLD and Students with Identified Needs	3
EDSE 512	Assessment, IEP Development and Instructional Planning	3
EDSE 530	Family/Professional Partnerships	3
EDSE 531	Assessment and Planning in Early Childhood Special Education	3
EDSE 532	Typical and Atypical Early Child Development: Application to Early Childhood Special Education	3
EDSE 533	Curriculum and Instruction in Early Childhood Special Education	3
EDSE 534	Research, Policy, and Advocacy in Early Childhood Special Education	3
EDSE 537	Practicum in EC/ESCE: Infants and Toddlers	2
EDSE 538	Practicum in EC/ECSE: 3-5 years	2
EDSE 539	Practicum in EC/ECSE: 5-8 years	2
EDSE 616	Scientifically Based Literacy Interventions	3

Elective Courses:

Elective courses may be taken from the Applied Behavior Analysis Certificate Program, the Autism Certificate Program or courses with advisor approval up to 12 credits.

SPECIAL EDUCATION M.A. – GENERALIST CONCENTRATION

College of Education and Behavioral Sciences

See “Special Education M.A. (p. 205)”

DEGREE REQUIREMENTS — 33-36 CREDITS

Required Major Core Credits — 3 hours

SRM 600	Introduction to Graduate Research	3
---------	-----------------------------------	---

Required Concentration Credits — 30 hours

EDSE 510	Foundations of Special Education	3
EDSE 511	Content Accessibility for CLD and Students with Identified Needs	3
EDSE 512	Assessment, IEP Development and Instructional Planning	3
EDSE 613	Applied Assessment	3
EDSE 614	Behavioral Interventions	3
EDSE 616	Scientific Based Literacy Interventions	3
EDSE 617	Mathematics and Content Area Learning for Students with Disabilities	3
EDSE 618	Educating Students with Significant Support Needs	3
EDSE 619	Secondary Services	3
EDSE 693	Practicum in Special Education	3-6

EDSE 693: Take 3 hours unless more is indicated at the discretion of the advisor. A candidate is required to pass all necessary licensure test(s) prior to completing the practicum, if they wish to receive an institutional recommendation for licensure from the University of Northern Colorado. When a candidate holds a valid license in another teaching area, the candidate can request a waiver of the practicum by the advisor.

SPECIAL EDUCATION M.A. – GIFTED EDUCATION SPECIALIST ENDORSEMENT

College of Education and Behavioral Sciences

See “Special Education M.A. (p. 205)”

DEGREE REQUIREMENTS — 33 CREDITS

Required Major Core Credits — 3 hours

SRM 600	Introduction to Graduate Research	3
---------	-----------------------------------	---

Concentration Requirements — 30 hours

EDSE 664	Diversity in Gifted Education	3
EDSE 665	Advocacy in Gifted Education	3
EDSE 683	Nature and Needs of Gifted Learners	3
EDSE 684	Assessment and Identification in Gifted Education	3
EDSE 685	Differentiated Curriculum and Instruction for Gifted Learners	3
EDSE 686	Social and Emotional Needs of Gifted Learners	3
EDSE 687	Program Strategies and Services for Gifted Learners	3
EDSE 688	Communication, Collaboration, and Leadership in Gifted Education	3
EDSE 690	Action Research and Reflective Practice in Gifted Education	3
EDSE 691	Practicum in Teaching Gifted Learners	1-12

EDSE 691: Take 3 hours - Number of hours determined by advisor based on candidates' prior background and experiences in gifted education.

Program Note

Successful completion of this program will allow teachers with a Colorado teaching license to add the Gifted Education Specialist Endorsement to their current licenses. Students are required to pass the approved Praxis exam prior to adding the endorsement.

**SPECIAL EDUCATION M.A. –
INTERVENTION SPECIALIST: ACADEMIC
COACHING AND LEADERSHIP
CONCENTRATION**

College of Education and Behavioral Sciences

See “Special Education M.A. (p. 205)”

DEGREE REQUIREMENTS — 34-42 CREDITS

Required Concentration Credits — 31-39 credit hours

EDSE 670	Legal and Policy Foundations of Special Education	3
EDSE 672	Leadership in the School Community	3
EDSE 673	Research and Reflective Practice	3
EDSE 675	Issues in Special Education Assessment	3
EDSE 676	Assessment and Interventions for Students with Challenging Behaviors	3
EDSE 677	Transition to Adulthood for Youth with Exceptionalities	3
EDSE 678	Strategies for Students with Autism/Significant Needs	3
EDSE 679	Interventions for Students with Cultural and Linguistic Differences	3
EDSE 696	Practicum in Instructional Coaching	1-9
EED 610	Interventions in Literacy	3
MED 645	Interventions in Mathematics	3

Required Major Core Credits — 3 credit hours

SRM 600	Introduction to Graduate Research	3
---------	-----------------------------------	---

**SPECIAL EDUCATION M.A. –
INTERVENTION SPECIALIST: APPLIED
BEHAVIOR ANALYSIS CONCENTRATION**

College of Education and Behavioral Sciences

See “Special Education M.A. (p. 205)”

DEGREE REQUIREMENTS — 30 CREDITS

Required Concentration Credits — 27 hours

EDSE 627	Philosophical Underpinnings of Applied Behavior Analysis	2
EDSE 630	Applied Behavior Analysis I	3
EDSE 631	Applied Behavior Analysis II	4
EDSE 632	Ethics in Applied Behavior Analysis	3
EDSE 633	Applications of Applied Behavior Analysis	3
EDSE 670	Legal and Policy Foundations of Special Education	3
EDSE 672	Leadership in the School Community	3
SPSY 628	Concepts and Principles of Applied Behavior Analysis	3
SPSY 629	Measurement and Experimental Design in Applied Behavior Analysis	3

Required Major Core Credits — 3 hours

SRM 600	Introduction to Graduate Research	3
---------	-----------------------------------	---

Program Notes

The coursework can be completed in two years and all coursework is offered completely online.

The program prepares students to sit for the examination to become a Board Certified Behavior Analyst (BCBA). Students who are interested in taking the BCBA exam must have at least a master’s degree and supervision from another person who is a BCBA by the time they sit for the exam.

SPECIAL EDUCATION M.A. – VISUAL IMPAIRMENT CONCENTRATION

College of Education and Behavioral Sciences

See “Special Education M.A. (p. 205)”

DEGREE REQUIREMENTS — 42 CREDITS

Required Major Core Credits — 3 hours

SRM 600	Introduction to Graduate Research	3
---------	-----------------------------------	---

Required Concentration Credits — 39 hours

EDSE 510	Foundations of Special Education	3
EDSE 511	Content Accessibility for CLD and Students with Identified Needs	3
EDSE 512	Assessment, IEP Development and Instructional Planning	3
EDSE 541	Introduction to Visual Impairments and Deaf-Blindness	3
EDSE 543	Braille Codes and Formats	3
EDSE 546	Principles of Orientation and Mobility	3
EDSE 548	Medical and Educational Implications of Visual Impairments	3
EDSE 549	Assessment of Students with Visual Impairments	3
EDSE 640	Methods of Teaching Students with Visual Impairment	3
EDSE 642	Advanced Seminar in Education of Students with Visual Impairments	3
EDSE 644	Practicum in Education of Students with Visual Impairments K-12	6-12
EDSE 645	Advanced Braille Codes and Formats	3

Note: EDSE 644 must be taken for a minimum of 6 credits

See “Orientation and Mobility (O&M) Endorsement (p. 189)”

SPEECH-LANGUAGE PATHOLOGY M.A. – ONLINE PROGRAM

College of Natural and Health Sciences

See “Speech-Language Pathology M.A. (p. 225)”

DEGREE REQUIREMENTS — 63-75 CREDITS

Select one of the following research courses (3 hours)

RCS 610	Interpretation and Evaluation of Behavioral Research	3
SRM 600	Introduction to Graduate Research	3

Complete the following courses (33 hours)

ASLS 516	Professional Issues in SLP	2
ASLS 555	Neuroanatomy and Neurophysiology of Communication	3
ASLS 563	Voice and Resonance Disorders	3
ASLS 571	Speech and Hearing Science	4
ASLS 655	Acquired Disorders of Language & Cognition	3
ASLS 656	Feeding and Swallowing Disorders: Lifespan	2
ASLS 657	Motor Speech Disorders: Lifespan	2
ASLS 658	Assistive Technology for Communication Disorders	2
ASLS 661	Articulation and Phonological Disorders in Children	3
ASLS 664	Fluency Disorders	3
ASLS 682	Language Disorders in Early Childhood and Preschool	3
ASLS 684	Disorders of Language & Literacy: School-Age and Adolescent	3

Research Courses (4 hours)

ASLS 515	Foundations of Research and Writing	1
ASLS 615	Research in Audiology	1-4
ASLS 686	Capstone in Speech-Language Pathology	2

ASLS 615: Take 1 hour

Clinical Practicum — 14-19 hours

ASLS 474	Clinical Practicum in Audiology	1
ASLS 567	Diagnostic Procedures: Introduction	1-2
ASLS 568	Diagnostic Procedures: Intermediate	1-2
ASLS 569	Advanced Diagnostic Procedures	1-2
ASLS 583	Clinical Practicum: Introduction	1-2
ASLS 585	Clinical Practicum in Speech-Language Pathology: Intermediate	1-2
ASLS 586	Clinical Practicum in Speech-Language Pathology: Intermediate/Advanced	1-2
ASLS 588	Clinical Practicum in Speech-Language Pathology: Advanced	1-2

ASLS 567, ASLS 568, ASLS 569, ASLS 583, and ASLS 585: Take 2 hours each

The primary purpose of clinical practica is to help students become competent in the assessment and treatment of various communication disorders. For this reason, students are required to be continuously enrolled in practicum courses during their graduate work. Clinic clock hours obtained through practicum courses will be used to help students meet the American Speech-Language-Hearing Association (ASHA) clock-hour requirements in certain clinical categories. In some cases, students may have completed clinical hours during their undergraduate work. If so, they may petition through the Clinic Coordinator to not enroll in certain practicum (ASLS 474). Additionally, in some cases students may need additional clinical clock hours and experience as determined by the Clinic Coordinator. In such instances, they may repeat ASLS 585, ASLS 567, ASLS 568, and/or ASLS 569. See the program handbook for more information.

Internships — 9-18 hours

Must be arranged by internship coordinator.

ASLS 592	Internship in Public Schools	2-15
ASLS 692	Internship in Medical Settings	2-16

All SLP graduate students must satisfy requirements in public school student teaching and medical internships. The online program is designed to be completed while students are currently employed in a public school setting that provides on-site mentorship with an ASHA certified supervisor. The public school internship requirement is generally satisfied when students complete their employment/practicum. In the rare occasion a student has not met the public school requirements through their program, they will be required to complete both a public school student teaching and a medical internship. The Graduate Coordinator in conjunction with the Clinic Coordinator must approve the student's internship plan. Please see the program handbook for more information.

Program Notes

Students, who complete this program and who pass the Praxis and clinical fellowship, are eligible for the Certificate of Clinical Competence in Speech-Language Pathology from the American Speech-Language-Hearing Association (ASHA) and for licensure from the Colorado Department of Education. Eight weeks of internship in public schools are required to be eligible for licensure from the Colorado Department of Education. This program is accredited by the Council on Academic Accreditation (CAA) of the ASHA and by the Colorado Department of Education.

Satisfactory performance on culminating activity/activities approved by program faculty, in accordance with Graduate School policy, satisfies the completion of the comprehensive exam and is required to complete the M.A. Program.

SPEECH-LANGUAGE PATHOLOGY M.A. – RESIDENTIAL PROGRAM

College of Natural and Health Sciences

See “Speech-Language Pathology M.A. (p. 225)”

DEGREE REQUIREMENTS — 61-75 CREDITS

Select one of the following research courses (3 hours)

RCS 610	Interpretation and Evaluation of Behavioral Research	3
SRM 600	Introduction to Graduate Research	3

Complete the following courses (33 hours)

ASLS 516	Professional Issues in SLP	2
ASLS 555	Neuroanatomy and Neurophysiology of Communication	3
ASLS 563	Voice and Resonance Disorders	3
ASLS 571	Speech and Hearing Science	4
ASLS 655	Acquired Disorders of Language & Cognition	3
ASLS 656	Feeding and Swallowing Disorders: Lifespan	2
ASLS 657	Motor Speech Disorders: Lifespan	2
ASLS 661	Articulation and Phonological Disorders in Children	3
ASLS 664	Fluency Disorders	3
ASLS 682	Language Disorders in Early Childhood and Preschool	3
ASLS 684	Disorders of Language & Literacy: School-Age and Adolescent	3
ASLS 658	Assistive Technology for Communication Disorders	2

Research Courses (3 hours)

ASLS 615	Research in Audiology	1-4
ASLS 686	Capstone in Speech-Language Pathology	2

ASLS 615: Take 1 hour

Clinical Practicum — 10-15 hours

ASLS 474	Clinical Practicum in Audiology	1
ASLS 567	Diagnostic Procedures: Introduction	1-2
ASLS 568	Diagnostic Procedures: Intermediate	1-2
ASLS 569	Advanced Diagnostic Procedures	1-2
ASLS 580	Practicum in Rehabilitative Audiology	1-2
ASLS 583	Clinical Practicum: Introduction	1-2
ASLS 585	Clinical Practicum in Speech-Language Pathology: Intermediate	1-2
ASLS 586	Clinical Practicum in Speech-Language Pathology: Intermediate/Advanced	1-2
ASLS 588	Clinical Practicum in Speech-Language Pathology: Advanced	1-2

ASLS 567, ASLS 568, ASLS 569, and ASLS 583: Take 1 hour each

ASLS 585: Take 2 hours

The primary purpose of clinical practica is to help students become competent in the assessment and treatment of various communication disorders. For this reason, students are required to be continuously enrolled in practicum courses during their graduate work. Clinic clock hours obtained through practicum courses will be used to help students meet the American Speech-Language-Hearing Association (ASHA) clock-hour requirements in certain clinical categories. In some cases, students may have completed clinical hours during their undergraduate work. If so, they may petition through the Clinic Coordinator to not enroll in certain practicum (ASLS 580 and/or ASLS 474). Additionally, in some cases students may need additional clinical clock hours and experience as determined by the Clinic Coordinator. In such instances, they may repeat ASLS 585, ASLS 567, ASLS 568, and/or ASLS 569. See the program handbook for more information.

Internships — 12-24 hours

Students must take both internships.

Must be arranged by internship coordinator.

ASLS 592	Internship in Public Schools	2-15
ASLS 692	Internship in Medical Settings	2-16

ASLS 592 and ASLS 692: Take a minimum of 6 hours each.

Thesis Option (Elective Credit Hours - 9)

Students who elect to complete a thesis may be exempted from one of the internships with the consent of their academic advisor.

In addition to the requirements above, they must complete the following:

ASLS 699	Thesis: Communication Disorders	1-6
SRM 602	Statistical Methods I	3
	or	
	Other statistics course approved by advisor	

Program Notes

Students, who complete this program and who pass the Praxis exam and clinical fellowship, are eligible for the Certificate of Clinical Competence in Speech-Language Pathology from the American Speech-Language-Hearing Association (ASHA) and for licensure from the Colorado Department of Education. Eight weeks of internship in public schools are required to be eligible for licensure from the Colorado Department of Education. This program is accredited by the Council on Academic Accreditation (CAA) of the ASHA and by the Colorado Department of Education.

Satisfactory performance on culminating activity/activities approved by program faculty, in accordance with Graduate School policy, satisfies the completion of the comprehensive exam and is required to complete the M.A. Program.

SPORT AND EXERCISE SCIENCE M.S. – BIOMECHANICS CONCENTRATION

College of Natural and Health Sciences

See “Sport and Exercise Science M.S. (p. 235)”

DEGREE REQUIREMENTS — 33 CREDITS

Required Credits (18 hours)

SES 602	Introduction to Research in Sport and Exercise Science	3
SES 618	Biomechanics of Locomotion	3
SES 619	Advanced Biomechanics	3
SES 625	Laboratory Techniques in Exercise Science Research	3
SES 620	Neuromuscular Structure and Function	3
SES 601	Statistics in the Movement Sciences	3
or		
SRM 602	Statistical Methods I	3

SES 625: Laboratory Techniques in Biomechanics

Select two of the following courses (6 hours):

SES 550	Neural Aspects of Kinesiology	3
SES 624	Advanced Developmental Kinesiology	3
SES 626	Metabolism	3
SES 627	Muscle Physiology	3
SES 665	Advanced Sociological Kinesiology	3

Elective Credits (3-9 hours)

In consultation with a program advisor, students should choose elective credits and to satisfy the Thesis option or the Non-Thesis option. Courses not taken to meet the above requirement and courses taken from the list below of recommended elective can be used to meet the elective requirements. Other elective credits must have the approval of the program advisor.

The following courses are recommended to be used as electives

SES 622	Directed Studies	1-4
SES 632	Cardiovascular Physiology	3
SES 635	Exercise and Sports Psychology	3
SES 636	Motivation	3
SES 692	Graduate Internship in Sport and Exercise Science	1-6
FND 555	Nutrition for Fitness and Athletic Performance	3
SRM 603	Statistical Methods II	3

Thesis Option (6 credits)

The thesis option may be included as elective hours within a student’s program. The thesis option requires the completion of a research study, including problems development with data collections and appropriate

analysis. The thesis will be completed in a format consistent with UNC Graduate School guidelines. Students must request approval from their advisor to complete the Thesis, and at least one additional UNC faculty member will comprise the thesis committee.

SES 699 Thesis 1-6

Non-Thesis Option

This option must be discussed and APPROVED by the program advisor. Students selecting this option must complete 6 credits of approved elective coursework and/or a graduate internship and earn an appropriate, professional certification (e.g., National Strength and Conditioning Association’s CSCS). Certifications should be completed during the last semester of course work AND prior to the Graduate School’s deadline for results of the written comprehensive examination (see deadlines on Graduate School website).

SPORT AND EXERCISE SCIENCE M.S. – EXERCISE PHYSIOLOGY CONCENTRATION

College of Natural and Health Sciences

See “Sport and Exercise Science M.S. (p. 235)”

DEGREE REQUIREMENTS — 33 CREDITS

Required Credits (21 hours)

SES 505	Exercise Oncology	3
	or	
SES 510	Electrocardiography	3
SES 602	Introduction to Research in Sport and Exercise Science	3
SES 625	Laboratory Techniques in Exercise Science Research	3
SES 626	Metabolism	3
SES 627	Muscle Physiology	3
SES 632	Cardiovascular Physiology	3
SES 601	Statistics in the Movement Sciences	3
	or	
SRM 602	Statistical Methods I	3

SES 625: Laboratory Techniques in Exercise Physiology

Elective Credits (6-12 hours)

Elective credits must have the approval of the program advisor and must satisfy the Thesis option or the non-Thesis option. Courses used as a part of the concentration requirements may not also be used as electives.

The following courses are recommended electives:

SES 505	Exercise Oncology	3
SES 510	Electrocardiography	3
SES 550	Neural Aspects of Kinesiology	3
SES 619	Advanced Biomechanics	3
SES 620	Neuromuscular Structure and Function	3
SES 692	Graduate Internship in Sport and Exercise Science	1-6
BIO 547	Immunology and Disease	3
BIO 550	Cell Physiology	3
BIO 552	Advanced Systemic Physiology: Homeostats	3
BIO 553	Advanced Systemic Physiology: Control Systems	3
BIO 556	Current Topics in Biomedical Research	2
BIO 576	Pharmacology	3
BIO 582	Cancer Biology	3
CHEM 581	General Biochemistry I	4
CHEM 582	General Biochemistry II	4
FND 555	Nutrition for Fitness and Athletic Performance	3

Thesis Option (6 credits)

The thesis option may be included as elective hours within a student’s program. The thesis option requires the completion of a research study, including problems development with data collections and appropriate analysis. The thesis will be completed in a format consistent with UNC Graduate School guidelines. Students must request approval from their advisor to complete the Thesis, and at least one additional UNC faculty member will comprise the thesis committee.

SES 699 Thesis 1-6

Non-Thesis Option

This option must be discussed and APPROVED by the program advisor. Students selecting this option must complete 6 credits of approved elective coursework and/or a graduate internship and earn an appropriate, professional certification (e.g., National Strength and Conditioning Association’s CSCS). Certifications should be completed during the last semester of course work AND prior to the Graduate School’s deadline for results of the written comprehensive examination (see deadlines on Graduate School website).

SPORT AND EXERCISE SCIENCE M.S. – SOCIAL PSYCHOLOGY OF SPORT AND PHYSICAL ACTIVITY CONCENTRATION

College of Natural and Health Sciences

See “Sport and Exercise Science M.S. (p. 235)”

DEGREE REQUIREMENTS — 33 CREDITS

Required Credits (21 hours)

SES 602	Introduction to Research in Sport and Exercise Science	3
SES 624	Advanced Developmental Kinesiology	3
SES 625	Laboratory Techniques in Exercise Science Research	3
SES 636	Motivation	3
SES 635	Exercise and Sports Psychology	3
SES 665	Advanced Sociological Kinesiology	3
SES 601	Statistics in the Movement Sciences	3

or

SRM 602	Statistical Methods I	3
SES 625:	Laboratory Techniques in Social Psychology of Sport and Physical Activity	

Elective Credits (3-9 hours)

Elective credits must have the approval of the program advisor and must satisfy the Thesis option or the Non-Thesis option.

Select one of the following courses (3 credits)

SES 619	Advanced Biomechanics	3
SES 620	Neuromuscular Structure and Function	3
SES 626	Metabolism	3

Thesis Option (6 credits)

The thesis option may be included as elective hours within a student’s program. The thesis option requires the completion of a research study, including problems development with data collections and appropriate analysis. The thesis will be completed in a format consistent with UNC Graduate School guidelines. Students must request approval from their advisor to complete the Thesis, and at least one additional UNC faculty member will comprise the thesis committee.

SES 699	Thesis	1-6
---------	--------	-----

Non-Thesis Option

The Comprehensive Examination must be completed by those students who do not complete the thesis. The comprehensive examination will consist of a written portion, which will be sequestered. Comprehensive examination questions will be focused primarily on content addressed in the Social Psychology of Sport and Physical Activity concentration area. However, content from

required research courses and from the student’s elective coursework will also be included. It should be understood that the comprehensive examination and the thesis are intended to be of similar difficulty.

The following courses are recommended electives:

GERO 625	Psychosocial Aspects of Aging	3
PSY 664	Advanced Social Psychology	3
SES 680	Perspectives in Sport Pedagogy	3
SOC 532	Social Psychology and Group Dynamics	3
SRM 680	Introduction to Qualitative Research	3

**SPORT AND EXERCISE SCIENCE M.S. –
SPORT ADMINISTRATION
CONCENTRATION**

College of Natural and Health Sciences

See “Sport and Exercise Science M.S. (p. 235)”

DEGREE REQUIREMENTS — 30 CREDITS

Required Concentration Credits — 21 hours

SES 560	Critical Thinking and Ethical Considerations in Sport Administration	3
SES 570	Administration of Sport Organizations and Employees	3
SES 576	Sport Promotion and Marketing	3
SES 602	Introduction to Research in Sport and Exercise Science	3
SES 650	Financial Management for Sport Organizations	3
SES 675	Sport Facility and Event Management	3
SES 688	Legal Aspects of Sport	3

Elective Credits — 3-9 hours

Students are allowed 9 hours of electives in the master’s program. After consulting with their advisor, students should select courses which contribute to their academic and career goals. The following courses are offered as a guide for elective course selection. Students should also review the *Catalog* for course options in their cognate areas.

SES 670	Sport and Higher Education	3
SES 671	Fundraising & Development in Sport	3
SES 676	Sport Public Relations and Information Systems	3
SES 692	Graduate Internship in Sport and Exercise Science	1-6

NOTE: SES 692 may be used for up to 6 hours of elective credit and is designed to assist students in gaining experience in the sport industry and/or to bridge the gap between theory and practice. To be eligible to register for SES 692, a student must have 1) a GPA of 3.0, 2) completed (or currently enrolled) five required courses, and 3) completed 20 graduate credits.

Thesis Option (6 credits)

The thesis option may be included as elective hours within a student’s program. The thesis option requires the completion of a research study, including problems development with data collections and appropriate analysis. The thesis will be completed in a format consistent with UNC Graduate School guidelines. Students must request approval from their advisor to complete the Thesis and the Student’s advisory and at least one

additional UNC faculty member will comprise the thesis committee.

SES 699 Thesis 1-6

Non-Thesis Option

The Comprehensive Examination must be completed by all students who do not elect the thesis option. The comprehensive examination will consist of a non-sequestered written literature review and analysis paper. The written literature review will be focused on the content addressed in the Sport Administration concentration.

SPORT COACHING M.A.**College of Natural and Health Sciences**

See “Sport Coaching M.A. (p. 235)”

DEGREE REQUIREMENTS — 30 CREDITS**Required Courses**

SES 581	Developmental Perspectives for Sport Coaching	2
SES 582	Psychology for Sport Coaches	3
SES 583	International Perspectives of Sport Coaching	3
SES 584	Sport Administration for Sport Coaches	3
SES 586	Injury Prevention, Training and Conditioning Principles for Sport Coaches	3
SES 587	Sport Coaching Principles and Perspectives	3
SES 588	Evaluation of Coaching using Technology	3
SES 589	Bridging Theory and Practice in Sport Coaching	3
SES 604	Teacher and Coach Action Research	3
SES 692	Graduate Internship in Sport and Exercise Science	1-6

Comprehensive Examination

All students must pass the Comprehensive Examination with a score of 80% or higher. This examination consists of a non-sequestered written review and analysis paper of the national coaching standards (SHAPE America, 2019) and focuses on content addressed throughout the Sport Coaching curriculum.

NOTE: There are no endorsements or licenses associated with this degree.

TEACHING AMERICAN SIGN LANGUAGE M.A.**College of Education and Behavioral Sciences**

See “Teaching American Sign Language M.A. (p. 194)”

DEGREE REQUIREMENTS — 30 CREDITS**Required Major Core Credits — 3 credit hours**

SRM 600	Introduction to Graduate Research	3
---------	-----------------------------------	---

Required Concentration Credits — 27 credit hours

TASL 501	First and Second Language Acquisition in ASL	3
TASL 502	ASL Teaching Methods	3
TASL 503	ASL Assessment and Testing	3
TASL 504	ASL Curriculum Development and Design	3
TASL 505	Teaching Deaf Community, Culture, and ASL Literature	3
TASL 506	Contemporary Professional Issues in Teaching ASL	3
TASL 507	ASL Research Methods	3
TASL 593	Practicum for ASL Teaching I	3
TASL 594	Practicum for ASL Teaching II	3

Program Note

All students are expected to complete two teaching practica experiences, a portfolio, and a research project as part of their graduation requirements.

TEACHING AMERICAN SIGN LANGUAGE M.A.: LICENSURE: WORLD LANGUAGES (GRADES K-12)

College of Education and Behavioral Sciences

See “Teaching American Sign Language M.A.: Licensure: World Languages (Grades K-12) (p. 194)”

DEGREE REQUIREMENTS — 42 CREDITS

Required Major Core Credits — 3 credit hours

SRM 600 Introduction to Graduate Research 3

Required Concentration Credits — 27 credit hours

TASL 501 First and Second Language Acquisition in ASL 3

TASL 502 ASL Teaching Methods 3

TASL 503 ASL Assessment and Testing 3

TASL 504 ASL Curriculum Development and Design 3

TASL 505 Teaching Deaf Community, Culture, and ASL Literature 3

TASL 506 Contemporary Professional Issues in Teaching ASL 3

TASL 507 ASL Research Methods 3

TASL 593 Practicum for ASL Teaching I 3

TASL 594 Practicum for ASL Teaching II 3

Required Professional Teacher Education Program Courses for Initial Teacher Licensure Graduate Students — 12 credit hours

ECLD 523 Academic Language/Literacy Development for Diverse Learners in School Settings 3

EDF 500 Conceptions of Schooling 3

EDSE 509 Strategies for Students with Exceptionalities 3

PSY 500 Educational Psychology for Teachers 3

Program Notes

All students are expected to complete two teaching practica experiences, a portfolio, and a research project as part of their graduation requirements.

Teacher education and educator preparation licensure programs do not accept Professional Teacher Education Program (PTEP) or field based courses that are more than ten years old. PLEASE NOTE: Teacher Candidates have the right to petition this policy at the discretion of the program coordinator.

TEACHING DIVERSE LEARNERS M.A. – WITH DUAL ENDORSEMENT IN SPECIAL EDUCATION AND CULTURALLY AND LINGUISTICALLY DIVERSE EDUCATION

College of Education and Behavioral Sciences

See “Teaching Diverse Learners M.A. (p. 213)”

Admission Requirements:

- A valid elementary, secondary or early childhood Colorado General Education Teacher License
- A 3.0 GPA or better, on a 4.00 point scale, from the most recent degree earned or current degree in progress.
- Three credits of approved literacy instruction (not a condition of admission and can be completed while completing program requirements)
- Evidence of familiarity with a second language (not a condition of admission and can be completed while completing program requirements)

DEGREE REQUIREMENTS — 33 CREDITS

Required Credits — 33 hours

ECLD 592 Second Language Acquisition Theory 3

ECLD 594 Foundations of Language and Linguistics for ESL/Bilingual Educators 3

ECLD 596 Effective Instruction in Culturally and Linguistically Diverse Education 3

EDS 581 Basic Principles of CLD & SPED Education 3

EDS 582 Assessment: Special Education and Culturally and Linguistically Diverse Students 3

EDS 602 Graduate Research with Diverse Learners 3

EDS 603 Field Based Experience CLD/SPED 6

EDSE 597 Effective Instruction in Special Education 3

EDSE 614 Behavioral Interventions 3

EDSE 619 Secondary Services 3

THEATRE EDUCATION M.A. – THEATRE EDUCATOR INTENSIVE

College of Performing and Visual Arts

See “Theatre Education M.A. (p. 243)”

This focused program consists of four 3 credit on-line courses spread out over two and a half academic years, two three-week summer institutes for 18 credits (9 each year), and 6 credits of comprehensive exams for a total of 36 credits.

DEGREE REQUIREMENTS — 36 CREDITS

Required Courses — 33 credits

THED 530	Theatrical Production I	3
THED 531	Theatrical Production II	3
THED 540	Directing/Acting: Realism and Non-Realism/Period Styles	3
THED 541	Directing/Acting: Musical Theatre	3
THED 560	Innovative Strategies in Drama Education	3
THED 561	Voice and Movement	3
THED 600	Dramaturgy/Research Methodology	3
THED 670	Advocacy, History, and Philosophy of Theatre Education	3
THED 680	Theatre Education Curriculum Development	3
THED 690	Thesis I	3
	or	
THED 696	Action Research I	3
THED 699	Thesis II	3
	or	
THED 697	Action Research II	3

Theatre Electives — 3 credits

Approved 500 or 600 Level Theatre Course	3
--	---

Program Notes

The Coordinator of the M.A. in Theatre Education: Theatre Educator Intensive program will assign each student an academic advisor and a graduate committee. The academic advisor will serve as the chair of the graduate committee.

It is recommended that students have a graduate committee review each semester. The student will discuss the graduate review with the academic advisor and the Coordinator of the M.A. in Theatre Education: Theatre Educator Intensive program. The student will assume responsibility for scheduling graduate reviews. Two unsuccessful graduate reviews will be considered grounds for termination of the program.

A written research thesis, action research project, or written comprehensive exams are required of all Master of Arts degree candidates in the School of Theatre Arts and Dance.

Upon completion of the program, the student will be required to demonstrate competence in the designated area of concentration in accordance with approved school standards. The student’s committee must approve the candidate for graduation.

Educational Specialist Degrees

EDUCATIONAL LEADERSHIP ED.S.

College of Education and Behavioral Sciences

See “Educational Leadership Ed.S. (p. 199)”

DEGREE REQUIREMENTS — 30 CREDITS

Research — 3 hours

Select one of the following courses:

PSY 674	Measurement I: Classical Test Theory	3
SRM 602	Statistical Methods I	3
SRM 670	Evaluation: Models and Designs	3
SRM 680	Introduction to Qualitative Research	3

Educational Leadership Courses — 15 hours

ELPS or HESA Prefix Courses (15 hours)

Field-Based Learning — 3 hours

Select from among the following courses:

ELPS 606	Internship in Educational Leadership	1-9
ELPS 695	Practicum in Educational Leadership	1-3
HESA 670	Internship in Higher Education and Student Affairs Leadership	6
HESA 675	Field Experience in Student Affairs	1-3

Electives — 9 hours

Courses Fulfilling Professional Needs and Interests	9
---	---

Program Note

Satisfactory performance on a concluding activity approved by division faculty, in accordance with Graduate School policy, must be demonstrated.

EDUCATIONAL LEADERSHIP ED.S. WITH DIRECTOR OF GIFTED EDUCATION ENDORSEMENT

College of Education and Behavioral Sciences

See “Educational Leadership and Policy Studies (p. 198)”

DEGREE REQUIREMENTS — 30-39 CREDITS

Research — 3 hours

PSY 644	Motivation in Education	3
SRM 602	Statistical Methods I	3
SRM 670	Evaluation: Models and Designs	3
SRM 680	Introduction to Qualitative Research	3

Educational Leadership Courses — 18 hours

ELPS 603	Shaping Organizations: Management and Leadership in Education	3
ELPS 604	Understanding People: Professional Development and Educational Leadership	3
ELPS 605	External Environments: Social, Political, and Economic Influences in Educational Leadership	3
ELPS 650	School Finance and Budgeting	3
ELPS 654	Instructional Leadership and Supervision	3
ELPS 660	Law and the Administrator	3

Gifted Education Administration Courses — 6 hours

EDSE 667	Administration and Supervision of Gifted Education	3
EDSE 668	Administrative Planning and Program Evaluation in Gifted	3

Field-based Learning — 3-6 hours

EDSE 669	Externship in Gifted Education Administration	1-12
----------	---	------

Elective Courses — Up to 9 hours to Fulfill Professional Needs and Interests

EDSE 683	Nature and Needs of Gifted Learners	3
EDSE 685	Differentiated Curriculum and Instruction for Gifted Learners	3
EDSE 686	Social and Emotional Needs of Gifted Learners	3
ELPS 601	Leadership Development Through Inquiry	3
ELPS 608	Issues in Educational Leadership: Implications for Practice	3
ELPS 665	Policy Analysis and Development	3

Additional elective courses may be selected from the Specialist in Gifted Education Endorsement Program in consultation with your advisor.

Program Notes

1. Admission to this program requires prior completion of a master's degree or higher in gifted education from an accepted institution of higher education or a graduate degree that demonstrates knowledge and application of standards for the Gifted Education Specialist endorsement. Students entering the program who do not meet this criterion will need to complete additional hours in gifted education coursework.
2. Satisfactory performance on a concluding activity demonstrating attainment of program outcomes and approved by faculty, in accordance with Graduate School policy, must be demonstrated.

*This course, or an equivalent, is required to meet CDE standards for the Director of Gifted Education endorsement.

EDUCATIONAL LEADERSHIP AND SPECIAL EDUCATION ADMINISTRATION ED.S.

College of Education and Behavioral Sciences

See "Educational Leadership and Special Education Administration Ed.S. (p. 200)" under Educational Leadership and Policy Studies, or in the School of Special Education (p. 207).

DEGREE REQUIREMENTS — 39 CREDITS

Research — 3 hours

SRM 670	Evaluation: Models and Designs	3
---------	--------------------------------	---

Educational Leadership Courses — 21 hours

ELPS 601	Leadership Development Through Inquiry	3
----------	--	---

ELPS 603	Shaping Organizations: Management and Leadership in Education	3
----------	---	---

ELPS 604	Understanding People: Professional Development and Educational Leadership	3
----------	---	---

ELPS 650	School Finance and Budgeting	3
----------	------------------------------	---

ELPS 654	Instructional Leadership and Supervision	3
----------	--	---

ELPS 660	Law and the Administrator	3
----------	---------------------------	---

ELPS 670	The Principalship: Leadership at the School Site Level	3
----------	--	---

Special Education Administration Courses — 9 hours

EDSE 680	Administration and Supervision of Special Education	3
----------	---	---

EDSE 681	Administrative Planning and Program Evaluation in Special Education	3
----------	---	---

EDSE 718	Advanced Seminar in Education of Students with Hearing and/or Visual Handicaps	3
----------	--	---

Field-based Learning — 6 hours

ELPS 606	Internship in Educational Leadership	1-9
----------	--------------------------------------	-----

EDSE 697	Externship in Special Education: Administration	1-12
----------	---	------

Program Note

Satisfactory performance on a concluding activity demonstrating attainment of program outcomes and approved by faculty, in accordance with Graduate School policy, must be demonstrated.

SCHOOL PSYCHOLOGY ED.S.**College of Education and Behavioral Sciences**

See “School Psychology Ed.S. (p. 204)”

The Ed.S. program is approved by the National Association of School Psychologists.

See “School Psychology Admission Requirements (p. 204)”

DEGREE REQUIREMENTS — 67 CREDITS**Psychological and Educational Foundations (37 hours)**

APCE 607	Theories of Counseling	3
EDSE 630	Applied Behavior Analysis I	3
SPSY 625	Applied Developmental Science	3
SPSY 628	Concepts and Principles of Applied Behavior Analysis	3
SPSY 629	Measurement and Experimental Design in Applied Behavior Analysis	3
SPSY 640	School-Based Psychological Consultation	3
SPSY 655	Family, School, and Community Contexts	3
SPSY 656	Systems-Based Behavioral Health	3
SPSY 667	Intervening with Trauma and Crisis in the Schools	3
SPSY 670	Principles of Psychometrics and Assessment	3
SPSY 747	Psychological Aspects of Academic Programming and Intervention	3
SPSY 763	Legal and Professional Foundations of School Psychology	4

Applied Practice in School Psychology (21 hours)

SPSY 618	Practicum in Child, Adolescent, and Family Interventions	5
SPSY 644	Assessment I: Cognitive and Academic Functioning	5
SPSY 647	Assessment and Intervention for Social and Emotional Problems in Children and Adults	5
SPSY 779	Practicum in School Psychology	1-3

SPSY 779: Must complete 6 credits over the academic year.

Multicultural Understanding (3 hours)

APCE 623	Understanding and Counseling Diverse Populations	3
----------	--	---

Supervised Field Work (6 hours)

SPSY 789	Internship in School Psychology	1-8
----------	---------------------------------	-----

SPSY 789: A minimum of 6 credits must be taken, 2 credits across three semesters.

Program Note

A written comprehensive examination is a program requirement, and it is satisfied by achieving a score of 147 or higher on the National School Psychology Exam.

SCHOOL PSYCHOLOGY ED.S. – APPLIED BEHAVIOR ANALYSIS CONCENTRATION

College of Education and Behavioral Sciences

See “School Psychology Ed.S. (p. 204)”

The Ed.S. program is approved by the National Association of School Psychologists.

See “School Psychology Admission Requirements (p. 204)”

DEGREE REQUIREMENTS — 79 CREDITS

Psychological and Educational Foundations (28 hours)

APCE 607	Theories of Counseling	3
SPSY 625	Applied Developmental Science	3
SPSY 640	School-Based Psychological Consultation	3
SPSY 655	Family, School, and Community Contexts	3
SPSY 656	Systems-Based Behavioral Health	3
SPSY 667	Intervening with Trauma and Crisis in the Schools	3
SPSY 670	Principles of Psychometrics and Assessment	3
SPSY 747	Psychological Aspects of Academic Programming and Intervention	3
SPSY 763	Legal and Professional Foundations of School Psychology	4

Applied Behavior Analysis Core (21 hours)

EDSE 627	Philosophical Underpinnings of Applied Behavior Analysis	2
EDSE 630	Applied Behavior Analysis I	3
EDSE 631	Applied Behavior Analysis II	4
EDSE 632	Ethics in Applied Behavior Analysis	3
EDSE 633	Applications of Applied Behavior Analysis	3
SPSY 628	Concepts and Principles of Applied Behavior Analysis	3
SPSY 629	Measurement and Experimental Design in Applied Behavior Analysis	3

Applied Practice in School Psychology (21 hours)

SPSY 618	Practicum in Child, Adolescent, and Family Interventions	5
SPSY 644	Assessment I: Cognitive and Academic Functioning	5
SPSY 647	Assessment and Intervention for Social and Emotional Problems in Children and Adults	5
SPSY 779	Practicum in School Psychology	1-3

SPSY 779: Must complete 6 credits over the academic year.

Multicultural Understanding (3 hours)

APCE 623	Understanding and Counseling Diverse Populations	3
----------	--	---

Supervised Field Work (6 hours)

SPSY 789	Internship in School Psychology	1-8
----------	---------------------------------	-----

SPSY 789: A minimum of 6 credits must be taken, 2 credits across three semesters.

Program Note

A written comprehensive examination is a program requirement, and it is satisfied by achieving a score of 147 or higher on the National School Psychology Exam.

Doctoral Degrees

APPLIED STATISTICS AND RESEARCH METHODS PH.D.

College of Education and Behavioral Sciences

See “Applied Statistics and Research Methods Ph.D. (p. 197)”

The Doctor of Philosophy degree program focus is on the application of statistical concepts, research design, and general research methodology to the solution of practical problems in a variety of disciplines including: education, mental health, business, and public health.

Master’s en route to the Ph.D.

A student may apply for admission to the Ph.D. program in Applied Statistics and Research Methods and obtain the M.S. in Applied Statistics and Research Methods on the way to completion of the doctoral degree. The application process and admission criteria are the same as for the Ph.D. program. The student must complete all program requirements for the M.S. degree in addition to the minimum 64 hours required for the Ph.D. The student must be conferred with the M.S. degree prior to admission to doctoral candidacy.

DEGREE REQUIREMENTS — 64 CREDITS

Required Major Credits — 3 hours

SRM 689 Internship in Applied Statistics 1-10
SRM 689: Take 3

Complete one of the following Concentration Areas:

Applied Statistics Concentration — 33 hours

SRM 606	Multiple Linear Regression Analysis	3
SRM 607	Non-Parametric Statistics	3
SRM 609	Sampling Methods	3
SRM 614	Linear Models	3
SRM 636	Applied Bayesian Statistics	3
SRM 637	Applied Time Series Analysis	3
SRM 645	Statistical Process Control	3
SRM 731	Multivariate Analysis	3
SRM 752	Statistical Inference	4
	Elective Credits	5

Research Methods Concentration — 33 hours

Required Research Methods Core (all students in the PhD Research Methods Concentration) (11 hours)

SRM 521	Statistical Computing with SPSS	1
SRM 519	Qualitative Analysis Software	1
	or	
SRM 522	Introduction to R	1
SRM 627	Survey Research Methods	3
SRM 660	Mixed Methods Research	3
SRM 673	Evaluation: Advanced Methods	3

Research Methods Area of Specialization (Choose one)

Quantitative Research Methods (22 hours)

SRM 610	Statistical Methods III	3
SRM 625	Applied Multiple Regression Analysis	3
SRM 626	Applied Multilevel Modeling	3
SRM 629	Structural Equation Modeling	3
	Choose 3 credits from one of the following:	
SRM 685	Educational Ethnography	3
	or	
SRM 686	Qualitative Case Study Research	3
	or	
SRM 687	Narrative Inquiry	3
	Elective Credits	7

Qualitative Research Methods Specialization (22 hours)

SRM 685	Educational Ethnography	3
SRM 686	Qualitative Case Study Research	3
SRM 687	Narrative Inquiry	3
SRM 688	Writing Qualitative Research	3
	Elective Credits	10

*Note: it is assumed students entering the research methods Ph.D. would have previously completed at least an introductory level qualitative methods course (equivalent to SRM 680), an introductory level program evaluation course (equivalent to SRM 670), an introductory level measurement course (equivalent to PSY 674), and basic training in SAS (equivalent to SRM 520).

Cognate Option

A student in the research methods concentration may elect to complete 15 semester hours within a cognate area in lieu of the elective credits requirement. These hours must be at the graduate level and approved by the student’s advisor. The intent of the cognate is to equip the student in a substantive discipline within which the dissertation may be written.

Approved electives may be substituted for required courses completed during a Master’s program.

Research Core — 12 hours

SRM 611	Advanced Statistical Data Analysis	3
SRM 620	Advanced Statistical Programming	3
SRM 684	Research Ethics	1
SRM 700	Advanced Research Methods	3
SRM 732	Research and Statistical Consulting	2
	II	

Research Proposal/Dissertation — 16 hours

SRM 797	Doctoral Proposal Research	1-4
SRM 799	Doctoral Dissertation	1-12

SRM 797: Take 4 hours

SRM 799: Take 12 hours

Research Tools

All Ph.D. students must demonstrate competency in two acceptable research tools.

Deficiencies

Students who enter the doctoral program without a working knowledge of SAS programming must take SRM 520 early in their doctoral program.

AUDIOLOGY AU.D.

College of Natural and Health Sciences

See “Audiology Au.D. (p. 225)”

DEGREE REQUIREMENTS — 107 CREDITS

Core Requirements (56 hours)

ASLS 555	Neuroanatomy and Neurophysiology of Communication	3
ASLS 570	Rehabilitative Audiology	2
ASLS 571	Speech and Hearing Science	4
ASLS 677	Tinnitus and Hyperacusis	2
ASLS 711	Auditory Physiology	3
ASLS 712	Amplification I	3
ASLS 721	Psychoacoustics	2
ASLS 723	Amplification II	3
ASLS 724	Differential Diagnosis of Auditory Disorders	3
ASLS 731	Auditory Processing Disorders	2
ASLS 741	Hearing Loss Prevention	3
ASLS 742	Advanced Diagnosis of Auditory Disorders	2
ASLS 743	Medical Aspects of Audiology	3
ASLS 744	Vestibular Assessment and Management	2
ASLS 751	Otopharmacology	2
ASLS 772	Audiology Practice Management	2
ASLS 774	Professional Issues in Audiology	2
ASLS 775	Advanced Electro-diagnosis	4
ASLS 782	Pediatric Audiology	3
ASLS 728	Educational Audiology	3
ASLS 768	Cochlear Implants	3

Teaching Requirement (1 hour)

ASLS 720	Supervised Teaching in Audiology	1
----------	----------------------------------	---

Clinical Practicum (12 hours)

ASLS 574	Clinical Practicum in Audiology	1
ASLS 594	Practicum and Advanced Topics in Audiology	1-6

ASLS 594: 11 credits required

Internships (9 hours)

ASLS 592	Internship in Public Schools	2-15
ASLS 692	Internship in Medical Settings	2-16

ASLS 592: Eight weeks of Internship in Public Schools (ASLS 592) are required to obtain licensure from the Colorado Department of Education for employment as an audiologist in the public schools.

ASLS 592: 4 credits required

ASLS 692: 5 credits required

Externship (17 hours)

ASLS 792	Externship in Audiology	3-12
----------	-------------------------	------

Students are expected to complete ASLS 792, Clinical Residency, over three semesters.

Research Courses (12 hours)

ASLS 615	Research in Audiology	1-4
ASLS 715	Applied Research in Audiology	1-4
SRM 600	Introduction to Graduate Research	3
SRM 602	Statistical Methods I	3

ASLS 615 and ASLS 715: 3 credits of each required.

Program Note

A grade of 'B-' or better must be earned in all courses required for the degree.

BIOLOGICAL EDUCATION PH.D.**College of Natural and Health Sciences**

See "Biological Education Ph.D. (p. 223)"

DEGREE REQUIREMENTS — 64 CREDITS**Pedagogical Credits — 10 hours**

BIO 631	Teaching College Biology	3
BIO 632	College Biology Course Development	3
BIO 792	Doctoral Supervised Teaching	1-6

BIO 792: Take 4 hours

Content Elective Credits — 26 hours

BIO 502	Biomedicine and Careers	1
BIO 511	Field Techniques in Biology	2
BIO 512	TA Development Seminar	1
BIO 521	Advanced Genetics	3
BIO 525	Molecular Genetics	3
BIO 527	Economic Botany	4
BIO 528	Developmental Biology	3
BIO 530	Plant Systematics	4
BIO 533	General Parasitology	4
BIO 534	Mammalogy	4
BIO 535	Survey of Fishes, Amphibians and Reptiles	4
BIO 536	Epigenetics and Disease	3
BIO 537	Morphogenesis of Algae and Fungi	4
BIO 538	Ornithology	4
BIO 539	Molecular Ecology	3
BIO 539L	Molecular Ecology Lab	1
BIO 541	Advanced Human Anatomy	3
BIO 542	Molecular and Cellular Laboratory	2
BIO 544	Comparative Vertebrate Adaptations	4
BIO 545	Pathogenic Microbiology	3
BIO 546	Pathogenic Microbiology Laboratory	1
BIO 547	Immunology and Disease	3
BIO 548	Virology	3
BIO 549	Virology Laboratory	1
BIO 550	Cell Physiology	3
BIO 552	Advanced Systemic Physiology: Homeostats	3
BIO 553	Advanced Systemic Physiology: Control Systems	3
BIO 554	General Plant Physiology	4
BIO 555	Reproductive Biology	3
BIO 556	Current Topics in Biomedical Research	2
BIO 560	Behavioral Ecology	3
BIO 561	Plant Ecology	3
BIO 562	Conservation Biology	3
BIO 563	Animal Communication	3
BIO 564	Plant Ecology Lab	1

BIO 565	Current Topics in Ecology and Evolutionary Research	2
BIO 566	Animal Physiological Ecology	3
BIO 568	Disturbance Ecology	3
BIO 570	Coevolution in Ecological Systems	3
BIO 572	Species and Speciation	3
BIO 576	Pharmacology	3
BIO 578	Pathobiology	3
BIO 580	Mammalian Endocrinology	3
BIO 581	Neurobiology	3
BIO 582	Cancer Biology	3
BIO 584	Current Topics in Biological Education Research	2
BIO 585	Topics in Field Biology	1-10
BIO 587	Advanced Immunology	3
BIO 591	Biology Roundtable	1
BIO 596	Foundations of Clinical Research	2
BIO 622	Directed Studies	1-4
BIO 693	Review of Biological Literature	3
CHEM 581	General Biochemistry I	4
CHEM 582	General Biochemistry II	4
CHEM 587	Toxicology	3
EDF 685	Philosophical Foundations of Education	3
ET 604	Computer Graphics and Visual Literacy	3
ET 615	Distance Education: Theories and Practice	3
GEOG 507	Geographic Information Science	3
GEOG 540	Biogeography	3
GEOG 545	Landscape Ecology	3
GEOG 549	Remote Sensing of the Environment	3
HESA 650	College Student Development: Foundational Theory	3
HESA 668	College Students: Culture, Characteristics, Campus Life	3
PSY 540	Theories and Principles of Learning	3
PSY 575	Educational Assessment	3
PSY 640	Cultural Issues in Education Psychology	3
PSY 644	Motivation in Education	3
PSY 674	Measurement I: Classical Test Theory	3
PSY 675	Measurement II: Contemporary Test Theory	3
PSY 681	Learning and Instruction	3
PSY 682	Cognition and Instruction II	3
SCED 678	Science Education Seminar	1-2
SRM 522	Introduction to R	1
SRM 603	Statistical Methods II	3
SRM 680	Introduction to Qualitative Research	3

BIO 591: Limit 2 hours

BIO 622: Limit 6 hours

NOTE: A student can count a maximum of 8 credits from the following list of double numbered courses: BIO 530, BIO 533, BIO 534, BIO 535, BIO 537, BIO 538, BIO 554, BIO 562, BIO 566, BIO 576

NOTE: Students can count no more than 9 credits of non-BIO content elective courses. Courses not on the list above may be used to fulfill this category with advisor approval.

Research Core — 12 hours

BIO 594	Foundations of Biological Research	2
BIO 691	Seminar in Biological Sciences	1
SRM 700	Advanced Research Methods	3

BIO 691: Take 4 hours

Select one of the following courses:

SRM 502	Applied Statistics	3
SRM 602	Statistical Methods I	3

Research Proposal/Dissertation — 16 hours

BIO 797	Doctoral Proposal Research	1-4
BIO 799	Doctoral Dissertation	1-12

BIO 797: Take 4 credits

BIO 799: Take 12 credits

Program Notes

Students must complete a minimum of 50 semester hours in biological science of combined undergraduate and graduate courses.

SRM 502 and SRM 700 may be waived depending on course background of the student.

Students in this program are exempt from the 94 graduate credit hours to Ph.D. minimum policy.

CHEMICAL EDUCATION PH.D.

College of Natural and Health Sciences

See “Chemical Education Ph.D. (p. 224)”

Select either the B.S. to Ph.D. or the Master’s to Ph.D. options.

The student must have completed requirements of an ACS-certified baccalaureate degree in chemistry or must remove any deficiencies. If not previously taken, physical chemistry (CHEM 551, CHEM 552, CHEM 451L, CHEM 452L) and biochemistry (CHEM 581) may be taken to partially meet this requirement.

Research Tools

Students must demonstrate research skills in areas pertinent to the dissertation research topic. The Students’ competence in these skills will be assessed by the Students’ oral exam committee and/or dissertation committee members.

The skills may include statistical analysis, background and experience in both field-based and quantitative studies in chemical education research, current technology in education and collateral fields of study such as mathematics, computer science, biology, and earth sciences.

Qualifier Examinations. Qualifier examinations are scheduled during the week preceding the beginning of classes each semester. Pre-Master’s students must pass qualifying examinations in three of five areas selected from chemistry content (analytical, biological, inorganic, organic, or physical chemistry). Students will have two opportunities to pass each area exam. If a qualifier exam is failed, the student is required to attend the appropriate undergraduate course(s) in that area. Any cost associated with enrollment in undergraduate courses is the responsibility of the graduate student.

Comprehensive Examinations. A written and oral comprehensive examination must be passed in one sub-discipline of chemistry (a minimum of two graduate-level courses are required in the subdiscipline prior to taking the exam). The standardized ACS exam in general chemistry I and II must be taken and passed (with a minimum average of 90 percent). A written and oral comprehensive examination must be passed in chemical education.

NOTE: Students will select sufficient electives to complete the degree program. Additional electives in the Research, Pedagogy or Chemistry Components may be selected; electives in supporting sciences, mathematics, computer science, and education are also recommended. All electives will be selected in consultation with the student’s academic and research advisors.

B.S. TO PH.D. DEGREE REQUIREMENTS — 94 CREDITS

Chemistry Component — minimum 18 hours

Each student must complete a minimum of 18 hours in this category. Each student must complete courses in a minimum of three areas of chemistry (analytical, biological, inorganic, organic or physical). One course in biochemistry is required if not previously taken.

Electives — 18 hours

CHEM 522	Advanced Analytical Chemistry	3
CHEM 523	Chemical Spectroscopy	3
CHEM 533	Organic Synthesis and Stereochemistry	3
CHEM 534	Theory and Mechanisms of Organic Reactions	3
CHEM 543	Organometallic Chemistry	3
CHEM 551	Physical Chemistry I	4
CHEM 552	Physical Chemistry II	4
CHEM 560	Environmental Chemistry	2
CHEM 581	General Biochemistry I	4
CHEM 582	General Biochemistry II	4
CHEM 587	Toxicology	3
CHEM 590	Advanced Topics in Chemistry	3
CHEM 622	Directed Studies	1-3
CHEM 693	Chemical Research	1-9

CHEM 551, CHEM 552, CHEM 581, CHEM 582: These courses may not be taken if equivalent courses were previously taken at the undergraduate level.

Pedagogy Component — minimum 13 hours

Each student must complete a minimum of 13 hours in this category.

Required — 10 hours

CHEM 682	Problems in Teaching Chemistry	3
CHEM 755	Supervised Practicum in College Teaching	1-4
SCED 694	Science Education Research	3

Electives — 3 hours

In conjunction with their advisor, candidates can select appropriate graduate-level courses in supporting areas such as:

- Statistics and Research Methods (SRM)
- Psychology (PSY)
- Educational Technology (ET)
- Science Education (SCED)

Research Component — minimum 63 hours

Each student must complete the 63 required hours in this category. Research competence must be demonstrated in both chemistry and chemical education at the level of a chemistry or chemical education master’s thesis and a chemical education or chemistry doctoral dissertation. The results of the dissertation project (or part of the project)

must be submitted, after research advisor approval, for publication to a peer-reviewed, professional journal prior to graduation. Students in the program are reminded that should they choose a chemistry dissertation research topic, the degree awarded will be Chemical Education.

Research Coursework — 16-19 hours

Required Seminars — 4 hours

CHEM 600	Seminar in Chemistry	1
----------	----------------------	---

CHEM 600: one seminar each on chemical literature, chemical thesis or thesis equivalent research, chemical education literature, and chemical education dissertation research.

Electives

In conjunction with their advisor, candidates can select appropriate graduate-level courses in supporting areas such as:

- Statistics and Research Methods (SRM)
- Psychology (PSY)
- Educational Technology (ET)
- Science Education (SCED)

Methodology (12-15)

Required Research Core — 12 hours

SRM 602	Statistical Methods I	3
SRM 603	Statistical Methods II	3
SRM 680	Introduction to Qualitative Research	3
SRM 700	Advanced Research Methods	3

Required Research — Minimum of 44 hours

Masters Research — 10 hours

CHEM 693	Chemical Research	1-9
CHEM 695	Thesis Proposal	1
CHEM 699	Thesis	1-6

CHEM 693: Take 3 credits

CHEM 699: Take 6 credits

Doctoral Research — Minimum of 34 hours

CHEM 793	Doctoral Research Practicum-Chemistry	1-9
CHEM 797	Doctoral Research Proposal-Chemistry	1-4
CHEM 799	Doctoral Dissertation-Chemistry	1-12

CHEM 793: Take a minimum of 18

CHEM 797: Take 4

CHEM 799: Take 12

MASTER'S TO PH.D. DEGREE REQUIREMENTS — 64 CREDITS

Pedagogy Component — minimum 13 hours

Each student must complete a minimum of 13 hours in this category.

Required — 10 hours

CHEM 682	Problems in Teaching Chemistry	3
CHEM 755	Supervised Practicum in College Teaching	1-4
SCED 694	Science Education Research	3

Electives — 3 hours

In conjunction with their advisor, candidates can select appropriate graduate-level courses in supporting areas such as:

- Statistics and Research Methods (SRM)
- Psychology (PSY)
- Educational Technology (ET)
- Science Education (SCED)

Research Component — minimum 51 hours

Each student must complete the 51 required hours in this category. Competence must be demonstrated in both chemistry and chemical education at the level of a chemistry or chemical education master's (thesis or non-thesis) and a chemical education or chemistry doctoral dissertation. A prior master's (thesis or non-thesis) in chemistry or chemical education may be used, with approval of the Graduate Committee, as evidence of competency. The results of the dissertation project (or part of the project) must be submitted, after research advisor approval, for publication to a peer-reviewed, professional journal prior to graduation. Students in the program are reminded that should they choose a chemistry dissertation research topic, the degree awarded will be Chemical Education.

Required Seminars — 2 hours

CHEM 600	Seminar in Chemistry	1
----------	----------------------	---

CHEM 600: one seminar each on chemical education literature, and chemical education dissertation research

Research Coursework — 14-17 hours

Methodology — 12-15 hours

Required Research Core — 12 hours

SRM 602	Statistical Methods I	3
SRM 603	Statistical Methods II	3
SRM 680	Introduction to Qualitative Research	3
SRM 700	Advanced Research Methods	3

Electives

In conjunction with their advisor, candidates can select appropriate graduate-level courses in supporting areas such as:

- Statistics and Research Methods (SRM)
- Psychology (PSY)
- Educational Technology (ET)
- Science Education (SCED)

Required Doctoral Research — Minimum of 34 hours

CHEM 793	Doctoral Research Practicum-Chemistry	1-9
CHEM 797	Doctoral Research Proposal-Chemistry	1-4
CHEM 799	Doctoral Dissertation-Chemistry	1-12

CHEM 793: Take a minimum of 18
CHEM 797: Take 4
CHEM 799: Take 12

COUNSELING PSYCHOLOGY PH.D.**College of Education and Behavioral Sciences**

See “Counseling Psychology Ph.D. (p. 195)”

Accredited by the American Psychological Association. For more information regarding program accreditation, contact the APA’s Office of Program Consultation and Accreditation, 750 1st Street NE, Washington, DC 20002-4242 or at (202) 336-5979 or at www.apa.org/ed/accreditation/.

DEGREE REQUIREMENTS — 126 CREDITS***Introductory Core Required — 17 hours**

APCE 558	Diagnosis and Treatment Planning	3
APCE 612	Practicum in Individual Counseling	5
APCE 660	Psychological Consultation: Theory and Practice	3
APCE 669	Advanced Methods: Couples and Family Therapy	3
SRM 600	Introduction to Graduate Research	3

Counseling Psychology Core — 8 hours

APCE 616	Career Theory, Counseling and Assessment	3
APCE 701	Professional Development Seminar in Counseling Psychology	1
PSY 530	Life Span Developmental Psychology	3

APCE 701: Take two times

Research Core — 17 hours

APCE 733	Seminar in Research Methods in Counseling Psychology	2
SRM 602	Statistical Methods I	3
SRM 603	Statistical Methods II	3
SRM 610	Statistical Methods III	3
SRM 680	Introduction to Qualitative Research	3
SRM 700	Advanced Research Methods	3

Suggested Electives for Students Completing Quantitative Dissertations:

SRM 607	Non-Parametric Statistics	3
	or	
SRM 609	Sampling Methods	3
	or	
SRM 625	Applied Multiple Regression Analysis	3
	or	
SRM 627	Survey Research Methods	3

Suggested Electives for Students Completing Qualitative Dissertations:

SRM 685	Educational Ethnography	3
	or	
SRM 686	Qualitative Case Study Research	3
	or	

SRM 687	Narrative Inquiry	3	PSY 540	Theories and Principles of Learning	3
SRM 688	Writing Qualitative Research	3	PSY 587	Social Cognitive Neuroscience	3
Practica Required — 28 hours			PSY 590	Seminar in History of Psychology	3
APCE 694	Practicum in Couples and Family Therapy	4	PSY 664	Advanced Social Psychology	3
APCE 702	Practicum in Counseling	4	SPSY 758	Advanced Psychopathology	3
APCE 712	Advanced Practicum in Individual Counseling	4	Internship — 3 hours		
APCE 714	Practicum in Supervision of Counseling	3-6	APCE 791	Internship in Counseling Psychology	1-5
APCE 715	Seminar in Counselor Supervision and Theory	2	APCE 791: 1 Year, 2,000 Hours		
APCE 762	Practicum in Group Facilitation	4	Research Proposal/Dissertation — 16 hours		
APCE 793	Practicum in Clinic Administration and Service Delivery	3	APCE 797	Doctoral Proposal Research	1-4
APCE 794	Advanced Practicum in Clinic Administration and Service Delivery	1	APCE 799	Doctoral Dissertation	1-12
APCE 795	External Practicum in Counseling Psychology	3	APCE 797: Take 4		
APCE 714: 3 credits required.			APCE 799: Take 12		
Suggested Practica Electives:			Program Notes		
APCE 617	Play Therapy: Theory and Practicum	3	*A student entering with previously completed graduate coursework equivalent to coursework required for the Ph.D. degree may have course(s) waived with advisor consent and may significantly reduce the total number of hours required to complete the program. A plan of study for the degree must contain a minimum of 72 hours of coursework in addition to doctoral research (16) and internship hours (3-18).		
APCE 713	Practicum in Supervision of Play Therapy	3	In addition to formal course requirements, students are required to successfully complete a doctoral comprehensive examination, a dissertation, and a one-year, 2,000-hour internship.		
APCE 773	Practicum in Supervision of Group Facilitation	3			
APCE 774	Practicum in Supervision of Family Therapy	3			
APCE 785	Advanced Practicum in Community Engagement: Campus Connections	1			
Assessment Core Required — 9 hours					
APCE 674	Assessment for Intervention: Cognitive and Academic	4			
APCE 677	Psychometrics in Counseling Psychology	1			
APCE 678	Assessment for Intervention: Personality and Behavior	4			
Suggested Assessment Elective:					
APCE 782	Introduction to Rorschach Administration and Scoring	3			
Licensing Core — 28 hours					
APCE 623	Understanding and Counseling Diverse Populations	3			
APCE 657	Legal and Ethical Aspects of Counseling and Psychology	3			
APCE 682	Biological Aspects of Behavior	3			
APCE 683	Affective Aspects of Behavior	1			
APCE 707	Seminar in Personality and Counseling Theories	3			

COUNSELOR EDUCATION AND SUPERVISION PH.D.

College of Education and Behavioral Sciences

See “Counselor Education and Supervision Ph.D. (p. 196)”

DEGREE REQUIREMENTS — 83-92 CREDITS

Required Major Credits — 37-43 hours

Counseling Core (12 hours)

APCE 702	Practicum in Counseling	4
APCE 712	Advanced Practicum in Individual Counseling	4
APCE 762	Practicum in Group Facilitation	4

Supervision Core (8 hours)

APCE 714	Practicum in Supervision of Counseling	3-6
APCE 715	Seminar in Counselor Supervision and Theory	2

Theory and Instruction Core (17-23 hours)

APCE 703	Professional Development Seminar in Counselor Education	1
APCE 710	Seminar in Instruction, Pedagogy, and Evaluation in Counseling and Psychology	3
APCE 746	Advanced Seminar in Counselor Education and Supervision	3
APCE 792	Internship in Counselor Education and Supervision	1-6
APCE 723	Seminar in Advanced Multicultural Perspectives in Counselor Education and Supervision	3

APCE 703: Must be taken twice

APCE 792: Take 6-12 hours

Interest Areas (Select One) — 12-15 hours minimum

Couples and Families (13 hours)

APCE 668	Sexuality Counseling	3
APCE 669	Advanced Methods: Couples and Family Therapy	3
APCE 694	Practicum in Couples and Family Therapy	4
APCE 774	Practicum in Supervision of Family Therapy	3

Play Therapy (12 hours)

APCE 609	Foundations of Play Therapy	3
APCE 617	Play Therapy: Theory and Practicum	3
APCE 713	Practicum in Supervision of Play Therapy	3

Students will complete three additional credits of an elective to be selected in consultation with their advisor.

School Counseling (15 hours - if no previous School Counseling background)

APCE 602	Foundations of School Counseling	3
APCE 608	Organization, Administration and Evaluation of School Counseling Programs	3
APCE 614	Internship in School Counseling and Guidance	1-9
APCE 748	Instruction, Supervision and Leadership in School Counseling	3
or		
ELPS 660	Law and the Administrator	3

APCE 614: Take 6 hours

NOTE: Students with a School Counseling background will work with advisor to select 9 credits in addition to APCE 748 to comprise interest area.

Research Core — 3 hours

SRM 700	Advanced Research Methods	3
---------	---------------------------	---

(Additional six hours under Research Tool 2.)

Research Proposal/Dissertation — 16 hours

APCE 797	Doctoral Proposal Research	1-4
APCE 799	Doctoral Dissertation	1-12

Research Tools — 15 hours

Research Tool 1: Applied Statistics

SRM 602	Statistical Methods I	3
SRM 603	Statistical Methods II	3
SRM 610	Statistical Methods III	3

Research Tool 2: Applied Research

APCE 716	Research Seminar in Counselor Education	3
SRM 680	Introduction to Qualitative Research	3

Electives

Suggested Electives for Students Completing Quantitative Dissertations:

SRM 607	Non-Parametric Statistics	3
or		
SRM 609	Sampling Methods	3
or		
SRM 625	Applied Multiple Regression Analysis	3
or		
SRM 627	Survey Research Methods	3

Suggested Electives for Students Completing Qualitative Dissertations:

SRM 685	Educational Ethnography	3
or		
SRM 686	Qualitative Case Study Research	3
or		
SRM 687	Narrative Inquiry	3
or		
SRM 688	Writing Qualitative Research	3

Doctoral Minor

Students have the option to complete the Doctoral Minor in Applied Statistics and Research Methods; this is part of the plan of study and is done in consultation with the academic advisor.

Other Recommended Electives:

APCE 609	Foundations of Play Therapy	3
APCE 617	Play Therapy: Theory and Practicum	3
APCE 713	Practicum in Supervision of Play Therapy	3
APCE 773	Practicum in Supervision of Group Facilitation	3
APCE 774	Practicum in Supervision of Family Therapy	3
APCE 785	Advanced Practicum in Community Engagement: Campus Connections	1
APCE 793	Practicum in Clinic Administration and Service Delivery	3
APCE 794	Advanced Practicum in Clinic Administration and Service Delivery	1

Program Notes

Students will submit a proposal to present at least one time at a juried state, regional, national or international conference. This presentation can be done alone, with faculty, or with peers. Students must submit a copy of the presentation proposal for their files. Accepted presentations: students must submit a copy of the letter of proposal acceptance and copies of presentation handouts. It is highly recommended that students have manuscripts published, in press, and/or in submission prior to graduation, and that students have been involved in grant writing as a part of their education.

Students may complete a doctoral minor in one of the following areas in lieu of an interest area:

- Higher Education and Student Affairs Leadership
- Educational Leadership and Policy Studies
- Special Education
- Educational Psychology
- Cultural Studies and Equity Graduate Certificate Program

This program is accredited by the Council for Accreditation of Counseling and Related Educational Programs.

EDUCATIONAL LEADERSHIP ED.D.**College of Education and Behavioral Sciences**

See “Educational Leadership Ed.D. (p. 200)”

DEGREE REQUIREMENTS — 64 CREDITS**Educational Leadership Core — 21 hours**

ELPS 608	Issues in Educational Leadership: Implications for Practice	3
ELPS 666	Planning and Change in Education	3
ELPS 667	Leadership at the District Level	3
ELPS 751	Doctoral Core I	6
ELPS 752	Doctoral Core II	6

Specialization Area — 9 hours

Coursework that relates directly to goals as educational leaders (e.g., building level leadership, central office leadership, special education, educational technology).

Field Based Learning — 6 hours

Select one or both of the following courses:

ELPS 606	Internship in Educational Leadership	1-9
ELPS 695	Practicum in Educational Leadership	1-3

Research Core — 12 hours minimum

ELPS 754	Research in Educational Leadership	3
SRM 602	Statistical Methods I	3

Select research electives from the following courses (or equivalents approved by the doctoral committee) (6 hours):

PSY 674	Measurement I: Classical Test Theory	3
SRM 603	Statistical Methods II	3
SRM 670	Evaluation: Models and Designs	3
SRM 680	Introduction to Qualitative Research	3
SRM 700	Advanced Research Methods	3

Research Proposal/Dissertation — 16 hours

ELPS 797	Doctoral Proposal Research	1-4
ELPS 799	Doctoral Dissertation in Educational Leadership and Policy Studies	1-12

Deficiencies or Additional Elective Courses

ELPS 650	School Finance and Budgeting	3
ELPS 654	Instructional Leadership and Supervision	3
ELPS 660	Law and the Administrator	3
ELPS 665	Policy Analysis and Development	3
ELPS 670	The Principalship: Leadership at the School Site Level	3

EDUCATIONAL MATHEMATICS PH.D.

College of Natural and Health Sciences

See “Educational Mathematics Ph.D. (p. 228)”

Master’s Degree en route to the Ph.D.

Students may apply for admission to the Ph.D. in Educational Mathematics and complete the M.A. in Mathematics - Liberal Arts Concentration on the way to completion of the doctoral program. Once admitted, the student will work closely with their academic advisor to develop a Plan of Study that meets both M.A. and Ph.D. program requirements. Students must complete all program requirements for the M.A. in addition to the hours required for the Ph.D. However, for students enrolled in the doctoral program prior to Fall 2023, up to 18 hours of MATH, MED or SRM courses at the 500 level or above from their degree program for the M.A. in Mathematics - Liberal Arts Concentration can be applied toward their Educational Mathematics Ph.D. plan of study. These credit hours will be counted toward both degrees.

Students must be conferred with the M.A. degree prior to admission to doctoral candidacy.

DEGREE REQUIREMENTS — 64 CREDITS

Mathematics Content Core — 21 semester hours

A. Required Courses — 6 hours

MATH 709	Abstract Algebra I	3
MATH 735	Real Analysis	3

B. Elective Courses — 15 hours chosen from the following courses:

MATH 622	Directed Studies	1-4
MATH 723	Abstract Algebra II	3
MATH 728	Topics in Discrete Mathematics	3
MATH 732	Complex Variables	3
MATH 733	Geometric Analysis	3
MATH 791	Number Theory	3
MATH 778	Mathematical Logic	3
MATH 795	Special Topics	3

At most, two courses may be included from the following: (The two courses may both come from Category I but at most one course can be from Category II.)

Category I

MATH 525	Linear Algebra I	3
MATH 532	Basic Analysis II	3
MATH 540	Introduction to Topology	3
MATH 543	Modern Geometry	3

Category II

MATH 528	Discrete Mathematics	3
MATH 529	Mathematical Problem Solving	3
MATH 531	Basic Analysis I	3
MATH 560	Introductory Complex Variables	3

Mathematics Education Research Core — 18 hours

A. Required Courses — 12 hours

MED 610	Survey of Research in Mathematics Education	3
MED 700	Cognitive Processes in Mathematics	3
MED 701	Quantitative Research in Mathematics Education	3
MED 702	Qualitative Research in Mathematics Education	3

B. Elective Courses — 6 hours chosen from the following courses:

(Advisor must approve courses)

MED 622	Directed Studies	1-3
MED 674	Teaching and Learning Mathematics on the Secondary Level	3
MED 675	Teaching and Learning Mathematics on the Post-Secondary Level	3
MED 678	Special Topics	2-3
MED 703	Teaching and Learning K-12 Mathematics	3
MED 750	History and Philosophy of Mathematics Education	3

Required Research Content Core — 9 hours

A. Required Courses — 6 hours

SRM 502	Applied Statistics	3
SRM 680	Introduction to Qualitative Research	3

B. Electives — 3 hours

Take any SRM or MED course at the 600 level or higher, or, with advisor’s approval, any university-wide course at the 600 level or higher.

Research Proposal/Dissertation — 16 hours

MATH 797	Doctoral Proposal Research	1-4
MATH 799	Doctoral Dissertation	1-12

MATH 797: Must take 4 credits but they can be split between different semesters.

MATH 799: Must take 12 credits but they can be split between different semesters.

Research Tools

This program includes the following required research tools: (A) Applied Statistics, which is fulfilled by successful completion of SRM 502 (3 hours); (B) Qualitative Research Methods, which is fulfilled by successful completion of SRM 680 and MED 702 (6 hours total). These requirements will be satisfied by successfully completing the courses already required above.

Program Notes

Students in this program must pass written comprehensive exams in mathematics and mathematics education followed by an oral comprehensive exam over their entire program. A document describing examination procedures may be obtained from the program office or the program website.

A student in this program is required to write a scholarly dissertation. Dissertation topics may range from mathematics with pedagogical applications to topics in educational mathematics such as cognitive processes, educational reform and instructional issues.

EDUCATIONAL PSYCHOLOGY PH.D.**College of Education and Behavioral Sciences**

See “Educational Psychology Ph.D. (p. 203)”

All students will take 15 credits of Foundation courses covering key disciplines within the field of Educational Psychology, including cognition and instruction, motivation, cultural issues, measurement, and development. In addition, students will take courses in the Research Core as well as Research Tool I (Quantitative Methods) and Research Tool II (Qualitative Methods) in order to gain the research skills, knowledge, and expertise to support their scholarly work while in the doctoral program. Finally, the student is given the opportunity to specialize their content knowledge and skills by selecting three courses of their choice, in consultation with their advisor.

DEGREE REQUIREMENTS — 68 CREDITS**Proseminar — 3 credits**

PSY 705	Proseminar in Doctoral Studies	3
---------	--------------------------------	---

Foundations — 12 credits

PSY 630	Advanced Child and Adolescent Psychology	3
PSY 644	Motivation in Education	3
PSY 654	Seminar in College Teaching	3
PSY 681	Learning and Instruction	3

Diversity and Cultural Awareness — 3 credits

Select ONE of the following options:

ECLD 593	Language, School and Society	3
ECLD 602	Teaching Culturally Linguistically Diverse and Bilingual Learners	3
EDF 777	Social Justice in Education Reform	3
ET 527	Social Justice in the Digital Age	3
HESA 655	Multiculturalism in Higher Education and Student Affairs	3
HESA 665	International Higher Education and Student Affairs	3
PSY 640	Cultural Issues in Education Psychology	3

Doctoral Seminar — 1 credit

PSY 710	Advanced Doctoral Seminar	1
---------	---------------------------	---

Research Core — 12 credits

PSY 663	Apprenticeship	1-3
PSY 674	Measurement I: Classical Test Theory	3
SRM 603	Statistical Methods II	3
SRM 700	Advanced Research Methods	3

PSY 663: Take 3 credits.

Research Tools — 12 credits

Total credits from Research Tool I and II must add up to 12 credits.

Research Tool I: Quantitative Methods — 6-9 credits

Take the following course:

SRM 610	Statistical Methods III	3
---------	-------------------------	---

Optional additional courses:

PSY 675	Measurement II: Contemporary Test Theory	3
---------	--	---

PSY 686	Advanced Seminar in Measurement and Assessment	3
---------	--	---

SRM 608	Experimental Design	3
---------	---------------------	---

SRM 625	Applied Multiple Regression Analysis	3
---------	--------------------------------------	---

SRM 626	Applied Multilevel Modeling	3
---------	-----------------------------	---

SRM 627	Survey Research Methods	3
---------	-------------------------	---

SRM 629	Structural Equation Modeling	3
---------	------------------------------	---

Research Tool II: Qualitative Methods — 3-6 credits

Take the following course:

SRM 680	Introduction to Qualitative Research	3
---------	--------------------------------------	---

Optional additional courses:

SRM 685	Educational Ethnography	3
---------	-------------------------	---

SRM 686	Qualitative Case Study Research	3
---------	---------------------------------	---

SRM 687	Narrative Inquiry	3
---------	-------------------	---

Coursework for Specialization — 9 credits

Choose 9 credits of the following courses:

PSY 575	Educational Assessment	3
---------	------------------------	---

PSY 595	Special Topics in Psychology	1-5
---------	------------------------------	-----

PSY 622	Directed Studies	1-3
---------	------------------	-----

PSY 664	Advanced Social Psychology	3
---------	----------------------------	---

PSY 675	Measurement II: Contemporary Test Theory	3
---------	--	---

PSY 686	Advanced Seminar in Measurement and Assessment	3
---------	--	---

PSY 693	Research Practicum	1-3
---------	--------------------	-----

PSY 694	Practicum	3
---------	-----------	---

PSY 695	Special Topics in Educational Psychology	1-3
---------	--	-----

Dissertation — 16 credits

PSY 797	Doctoral Proposal Research	1-4
---------	----------------------------	-----

PSY 799	Doctoral Dissertation	1-12
---------	-----------------------	------

PSY 797: Take 4 credits.

PSY 799: Take 12 credits.

Comprehensive Exams

Doctoral students take comprehensive examinations when they have fulfilled the requirements of the graduate school and are considered prepared by their advisor. Specific procedures for written comprehensives and oral defense of the comprehensives are available from the program website or the program office.

Research Tools

Ph.D. students in Educational Psychology must demonstrate competency in two research tools, as required by the UNC Graduate School. Those tools, as indicated above, are measurement and assessment, qualitative research methods, or another approved area.

Deficiencies

Upon entrance to the Ph.D. program, a candidate must be able to satisfy the core course requirements (or the equivalent) for the M.A. degree in education psychology, or must take additional courses to meet those requirements. Doctoral program courses may have prerequisites that necessitate a student's program credits to be above the 68-credit minimum.

Master's Degree en route to the Ph.D.

Students may apply for admission to the Ph.D. in Education Psychology and complete their M.A. in Education Psychology on the way to the doctoral degree. The application process and the admission criteria are the same as for the Ph.D. program. Once admitted, students will complete the 30-credit MA program. See Educational Psychology (p. 202) for more information. Students must complete all program requirements (including Comprehensive Examination) for the M.A. in addition to the minimum 68 credit hours required for the Ph.D. Students must be conferred with the M.A. degree prior to admission to doctoral candidacy.

EDUCATIONAL STUDIES ED.D.

College of Education and Behavioral Sciences

See “Educational Studies Ed.D. (p. 210)”

Administered by the School of Teacher Education (p. 209). The degree prepares candidates to understand the relationship among research, policy, and practice in education in order to contribute to reforming educational systems. Candidates are expected to assume roles as university faculty members, educational leaders in school districts and state and federal agencies, district level curriculum specialists, and to assume leadership roles in nonprofit and private sectors. Programs of study for degree candidates will be individualized to meet candidate’s career goals. The extent of an individual’s program will be dependent upon previous college work and professional experience, but the minimum is 64 credits.

Graduate applicants for this degree must complete a free School of Teacher Education on-line graduate application www.extended.unco.edu/programs/educational-studies-teaching-innovation-doctorate/apply.aspx and submit a writing sample in addition to the UNC Graduate School application.

DEGREE REQUIREMENTS — 64 CREDITS

Educational Studies Core — 12 hours

EDF 670	Introduction of Research Literature	3
EDF 685	Philosophical Foundations of Education	3
EDF 700	Implementation and Evaluation of Curriculum	3
	or	
EDF 701	Doctoral Seminar	1

EDF 701: Take at least three times

Research Core — 12 hours

(Coursework completed previously may be substituted for related research courses, within limits allowed by Graduate School)

SRM 602	Statistical Methods I	3
SRM 680	Introduction to Qualitative Research	3

Take two from among the following:

Substitutions may be coordinated with your advisor.

EDF 601	Discourse Analysis in Language and Literacy Research	3
EDF 795	Comprehensive Seminar	3
SRM 603	Statistical Methods II	3
SRM 641	Special Topics	1-4
SRM 685	Educational Ethnography	3
SRM 700	Advanced Research Methods	3

SRM 641: with advisor consent

Multidisciplinary cognate — 24 hours

Candidates will design the cognate with the assistance of their program advisor.

Possible Cognates:

- Curriculum Studies
- Reading
- Mathematics Education
- Bilingual, Multicultural, and ESL Education
- Innovation and Education Reform

Dissertation — 16 hours

EDF 797	Doctoral Proposal Research	1-4
EDF 799	Doctoral Dissertation	1-12

EDF 797: Take 4 hours

EDF 799: Take 12 hours

Scholarly paper requirement

Students are required to submit for publication one paper to a professional journal prior to dissertation proposal hearing. Other research endeavors prior to the dissertation are encouraged. Students may take EDF 795 Comprehensive Seminar to support the writing of a scholarly paper.

EDUCATIONAL TECHNOLOGY PH.D.**College of Education & Behavioral Sciences**

See “Educational Technology Ph.D. (p. 211)”

DEGREE REQUIREMENTS — 67 CREDITS**Content Core — 15 Credits**

ET 720	Doctoral Seminar	3
ET 721	Learning Theories and Technology Integration	3
ET 723	Global & Cultural Perspectives in Educational Technology	3
ET 725	Critical Theory and Research in Educational Technology	3

Select one of the following:

PSY 644	Motivation in Education	3
PSY 674	Measurement I: Classical Test Theory	3
PSY 681	Learning and Instruction	3

Research Core — 21 credits

ET 700	Methods of Research in Instructional Design and Educational Technology I	3
ET 701	Methods of Research in Instructional Design and Educational Technology II	3
SRM 602	Statistical Methods I	3
SRM 680	Introduction to Qualitative Research	3
SRM 700	Advanced Research Methods	3

Select 6 credits from the following:

SRM 603	Statistical Methods II	3
SRM 627	Survey Research Methods	3
SRM 685	Educational Ethnography	3
SRM 686	Qualitative Case Study Research	3
SRM 687	Narrative Inquiry	3

Or, other advanced statistical or research methods courses with advisor.

Electives — 15 credits

Select 15 credits of graduate ET courses in consultation with an advisor. The below courses are recommended.

ET 740	Innovations in Technology and Education	3
ET 749	Gaming and Application Design	3
ET 731	Advanced Instructional Design Theory, Research and Practice	3
ET 733	Case Studies in Instructional Design and Performance Technology	3

Comprehensive Exam (no credit)

Students demonstrate a menu of competencies in an electronic portfolio and respond to two exam questions. Students showcase competencies during the oral defense.

Dissertation — 16 credits

ET 797	Doctoral Proposal Seminar	1-4
ET 799	Doctoral Dissertation	1-12

ET 797: Take 4 credits.

ET 799: Take 12 credits.

Program Notes

Students are required to complete a minimum of one academic year of field-based engagement related to future professional aspirations. Students are encouraged to work with faculty on research, attend and present at conferences, and publish papers in scholarly journals.

HIGHER EDUCATION AND STUDENT AFFAIRS LEADERSHIP PH.D.

Program temporarily not accepting new applications for admissions.

College of Education and Behavioral Sciences

See “Higher Education and Student Affairs Leadership Ph.D. (p. 201)”

DEGREE REQUIREMENTS — 64 CREDITS

Required Courses — 9 hours

HESA 761	Scholarly Writing for Scholar/Leaders	3
HESA 781	Collaborative Inquiry for Scholar/Leaders	3
HESA 782	Research Capstone in Higher Ed	3

NOTE: These three core courses are taught as a cohort and must be taken sequentially. These courses also fulfill the Graduate School requirements for second research tool.

Select 24 credits from the following, in consultation with advisor and committee:

HESA 601	Introduction to Higher Education & Student Affairs	3
HESA 611	Organization and Administration	3
HESA 612	Higher Education Assessment and Evaluation	3
HESA 622	Directed Studies	1-4
HESA 650	College Student Development: Foundational Theory	3
HESA 651	Philosophical, Historical and Cultural Foundations of Student Affairs in Higher Education	3
HESA 652	Enrollment Management Services	3
HESA 655	Multiculturalism in Higher Education and Student Affairs	3
HESA 658	Helping Skills for Practitioners	3
HESA 660	Women in Higher Education and Student Affairs	3
HESA 661	Practicum in College Teaching for Student Development	3
HESA 665	International Higher Education and Student Affairs	3
HESA 668	College Students: Culture, Characteristics, Campus Life	3
HESA 669	Culturally Responsive Aspects of Transformative Learning	3
HESA 670	Internship in Higher Education and Student Affairs Leadership	6
HESA 671	Introduction to Leadership in Higher Education and Student Affairs Leadership	3
HESA 675	Field Experience in Student Affairs	1-3
HESA 680	Law and Higher Education	3

HESA 683	Finance and Resource Management in Higher Education	3
HESA 685	Human Resources in Higher Education	3
HESA 690	Public Policy in Higher Education	3
HESA 695	Current Issues in Higher Education and Student Affairs Leadership	3
HESA 696	Special Topics in Higher Education and Student Affairs Leadership	1-4
HESA 751	Advanced College Student Development: Social Identity	3
SRM 700	Advanced Research Methods	3

Research Core — 15 hours

SRM 602	Statistical Methods I	3
SRM 603	Statistical Methods II	3
SRM 680	Introduction to Qualitative Research	3
	6 additional credit hours of SRM selected in consultation with your advisor	6

Dissertation Proposal and Research — 16 hours

HESA 797	Doctoral Proposal Research	1-4
HESA 799	Doctoral Dissertation	1-12

HESA 797: Take 4 hours

HESA 799: Take 12 hours

Program Notes

Additional enrollment in HESA 999 Graduate School Continuous Registration (1) may be required to comply with Graduate School policies on continuous registration.

SRM 600 Introduction to Graduate Research (3) is a prerequisite to coursework in the Research Core. Any student who has not completed that course, or an equivalent course, prior to entry to the HESAL Ph.D. program must complete SRM 600; that course will not be applied to the above requirements for the Ph.D. All coursework for the program must be completed with a grade of “B-” or better. Written and oral comprehensive examinations may be taken after completion of specified coursework and two satisfactory progress reports. A document describing eligibility criteria and examination procedures may be obtained from the program office or the program website. Comprehensive examinations are offered in the fall and spring semesters.

MUSIC D.A.**College of Performing and Visual Arts**

(Select from four concentrations listed below or three concentrations listed separately)

See “Music D.A. (p. 241)”

Doctor of Arts in Music candidates will take written and oral comprehensive examinations at a time approved by the major advisor.

For additional information, see “Doctor of Arts Sequence and Check List” published by the School of Music.

See “Graduate Admission Requirements (p. 238)” for more information.

Collaborative Piano Concentration**Conducting Concentration****Jazz Studies Concentration****Music Performance Concentration****DEGREE REQUIREMENTS — 67-71 CREDITS****Required Concentration Credits — 3-9 hours**

MUS 623	Individual Studies in Effective Teaching	1-3
MUS 794	Supervised Practicum in College Teaching	2

MUS 623: Take 1-3 credits

MUS 794: Take 2-6 credits

Primary Concentration — 18 hours

The primary concentration area develops a major scholarly and/or performing function for the college and university level in Conducting, Collaborative Piano, Jazz Studies, or Music Performance (with an optional concentration in Pedagogy). Courses are selected by advisement based upon candidate’s area of focus and upon the candidate’s needs identified through the advisory examinations.

Secondary Concentration — 8-10 hours

This area develops a scholarly and/or performing concentration in an approved secondary area: Chamber Music, Collaborative Piano, Conducting, Jazz Composition, Jazz Pedagogy, Jazz Studies, Music Composition, Music Education, Music History and Literature, Music Performance, Music Theory, Opera Stage Direction, Piano Pedagogy, Vocal Pedagogy, or related areas outside Music with appropriate graduate-level coursework. In addition to coursework, students shall complete a research or creative project as part of the secondary concentration. The secondary concentration and its courses are selected by the candidate with the approval of the program advisor and a secondary concentration advisor.

Elective Credits — 4-7 hours**Research core concentration determined by study in primary area**

- Collaborative Piano, Conducting, Performance Concentrations OR
- Jazz Studies Concentration

1. Research Core — 15 hours (Collaborative Piano, Conducting, Performance Concentrations)

MUS 700	Introduction to Doctoral Research	3
Select two Courses (6 hours) (music history exam)		
MUS 507	History of Instruments and Instrumental Practices	3
MUS 643	Seminar: Medieval Music	3
MUS 644	Seminar: Music in the Renaissance	3
MUS 645	Seminar: The Baroque Period	3
MUS 646	Seminar: The Classic Period	3
MUS 647	Seminar: The Romantic Period	3
MUS 651	Seminar in Music History: Debussy to 1945	3
MUS 652	Seminar in Music History: 1945 to the Present	3

Music history exam: Dependent upon results of advisory exams

Select two Courses (6 hours) (music theory exam)

MUS 501	18th Century Counterpoint	3
MUS 502	Harmony and Form	3
MUS 503	Post-Tonal Music	3
MUS 505	Sixteenth Century Counterpoint	3
MUS 595	Music Theory Seminar	3
MUS 603	Analytical Studies in Music	3
MUS 604	Linear Analysis	3

Music theory exam: Dependent upon results of advisory exams

2. Research Core - 16 hours (Jazz Studies Concentration)

MUS 700	Introduction to Doctoral Research	3
MUS 527	Advanced Jazz Theory	2
MUS 544	Seminar in Jazz History	3
MUS 585	Advanced Jazz Improvisation	2

Select one Course (3 hours) (music history exam)

MUS 507	History of Instruments and Instrumental Practices	3
MUS 643	Seminar: Medieval Music	3
MUS 644	Seminar: Music in the Renaissance	3
MUS 645	Seminar: The Baroque Period	3
MUS 646	Seminar: The Classic Period	3
MUS 647	Seminar: The Romantic Period	3
MUS 651	Seminar in Music History: Debussy to 1945	3
MUS 652	Seminar in Music History: 1945 to the Present	3

Music history exam: Dependent upon results of advisory exams

Select one Course (3 hours) (music theory exam)

MUS 501	18th Century Counterpoint	3
MUS 502	Harmony and Form	3
MUS 503	Post-Tonal Music	3
MUS 505	Sixteenth Century Counterpoint	3
MUS 595	Music Theory Seminar	3
MUS 603	Analytical Studies in Music	3
MUS 604	Linear Analysis	3

Music theory exam: Dependent upon results of advisory exams

Research Proposal/Dissertation — 16 hours

MUS 797	Doctoral Proposal Research	1-4
MUS 799	Doctoral Dissertation	1-12

MUS 797: Take 4 credits

MUS 799: Take 12 credits

NOTES: *The hours allotted to the doctoral dissertation may be divided between performance and dissertation requirements according to the plan of study as outlined and approved by the candidate's committee.*

Performance, Conducting, Jazz Studies, and Collaborative Piano majors will perform two recitals for 8 semester hours and complete a four semester hour dissertation. Students seeking the D.A. in Music Education, Music History and Literature or Composition will complete a 12-hour dissertation.

Program Notes

Composition majors will present a recital of their compositions written as part of their degree program.

A reading knowledge of one foreign language (typically French, German or Italian) is required by the following areas: brass, history and literature (a second language may be required through advisement), piano, strings, theory and composition, voice, woodwinds and instrumental conducting. Students in the areas of choral conducting and vocal performance should have skills in translation of vocal literature in one foreign language (French, German or Italian) as well as diction mastery of all three. In the woodwind and jazz studies areas a substitute research tool may be permitted after consultation and approval by the candidate's committee. For the collaborative piano concentration, language proficiency will be examined upon entry. Candidates must demonstrate pronunciation proficiency in French, German, Italian and the International Phonetic Alphabet as well as reading proficiency in French, German, and Italian. Candidates with deficiencies will meet with their major advisor and other appropriate faculty to determine the best way to remedy those deficiencies. Students should contact the Graduate Coordinator or appropriate area faculty to clarify language requirements.

The candidate must complete two consecutive semesters (minimum of 9 semester credit hours per semester) of graduate work on the University of Northern Colorado campus in order to satisfy the Doctor of Arts residency requirement.

The Program Advisor or Graduate Coordinator will provide information concerning how the student's oral and research committees are formed, the student's responsibility in the committee process and the means of scheduling comprehensive examinations and the doctoral defense.

The Music Performance Concentration has an optional concentration in pedagogy.

MUSIC D.A. – MUSIC COMPOSITION CONCENTRATION

College of Performing and Visual Arts

See “Music D.A. — Music Composition Concentration (p. 241)”

Doctor of Arts in Music candidates will take written and oral comprehensive examinations at a time approved by the major advisor.

For additional information, see “Doctor of Arts Sequence and Check List” published by the School of Music.

See “Graduate Admission Requirements (p. 238)” for more information.

DEGREE REQUIREMENTS — 70 CREDITS

Primary Concentration — 18 hours

The primary concentration area develops a focused scholarly and/or creative and pedagogical expertise to professional levels in Music Composition. Courses are selected by advisement based upon candidate’s area of focus and upon the candidates needs identified through the advisory examination.

Secondary Concentration — 10 hours

Elective Credits — 5 hours

Research and Pedagogy Core — 21 hours

MUS 504	Music Theory Pedagogy	3
MUS 649	Music History Pedagogy	3
MUS 700	Introduction to Doctoral Research	3

Select two courses (6 hours) (music history advisory exam)

Period Seminars in Music History

MUS 507	History of Instruments and Instrumental Practices	3
MUS 643	Seminar: Medieval Music	3
MUS 644	Seminar: Music in the Renaissance	3
MUS 645	Seminar: The Baroque Period	3
MUS 646	Seminar: The Classic Period	3
MUS 647	Seminar: The Romantic Period	3
MUS 651	Seminar in Music History: Debussy to 1945	3
MUS 652	Seminar in Music History: 1945 to the Present	3

Music history exam: Dependent upon results of advisory exams

Select two courses (6 hours) (music theory exam)

Graduate Music Theory and Analysis

MUS 501	18th Century Counterpoint	3
MUS 502	Harmony and Form	3
MUS 503	Post-Tonal Music	3
MUS 505	Sixteenth Century Counterpoint	3
MUS 595	Music Theory Seminar	3

MUS 603	Analytical Studies in Music	3
MUS 604	Linear Analysis	3

Music theory exam: Dependent upon results of advisory exams

Research Proposal/Dissertation — 16 hours

MUS 797	Doctoral Proposal Research	1-4
MUS 799	Doctoral Dissertation	1-12

MUS 797: Take 4 credits

MUS 799: Take 12 credits

NOTES: *The hours allotted to the doctoral dissertation may be divided between performance and dissertation requirements according to the plan of study as outlined and approved by the candidate’s committee.*

Performance, Conducting, Jazz Studies, and Collaborative Piano majors will perform two recitals for 8 semester hours and complete a four semester hour dissertation. Students seeking the D.A. in Music Education, Music History and Literature or Composition will complete a 12-hour dissertation.

Program Notes

Composition majors will present a recital of their compositions written as part of their degree program.

A reading knowledge of one foreign language (typically French, German or Italian) is required by the following areas: brass, history and literature (a second language may be required through advisement), piano, strings, theory and composition, voice, woodwinds and instrumental conducting. Students in the areas of choral conducting and vocal performance should have skills in translation of vocal literature in one foreign language (French, German or Italian) as well as diction mastery of all three. In the woodwind and jazz studies areas a substitute research tool may be permitted after consultation and approval by the candidate’s committee. For the collaborative piano concentration, language proficiency will be examined upon entry. Candidates must demonstrate pronunciation proficiency in French, German, Italian and the International Phonetic Alphabet as well as reading proficiency in French, German, and Italian. Candidates with deficiencies will meet with their major advisor and other appropriate faculty to determine the best way to remedy those deficiencies. Students should contact the Graduate Coordinator or appropriate area faculty to clarify language requirements.

The candidate must complete two consecutive semesters (minimum of 9 semester credit hours per semester) of graduate work on the University of Northern Colorado campus in order to satisfy the Doctor of Arts residency requirement.

The Program Advisor or Graduate Coordinator will provide information concerning how the student’s oral and research committees are formed, the student’s

responsibility in the committee process and the means of scheduling comprehensive examinations and the doctoral defense.

The Music Performance Concentration has an optional concentration in pedagogy.

MUSIC D.A. – MUSIC EDUCATION CONCENTRATION

College of Performing and Visual Arts

See “Music D.A. — Music Education Concentration (p. 242)”

Doctor of Arts in Music candidates will take written and oral comprehensive examinations at a time approved by the major advisor.

For additional information, see “Doctor of Arts Sequence and Check List” published by the School of Music.

See “Graduate Admission Requirements (p. 241)” for more information.

DEGREE REQUIREMENTS — 66 CREDITS

Required Concentration Credits — 25 hours

Primary Concentration (15 hours)

EDF 640	Psychological Foundations of Education	3
EDF 685	Philosophical Foundations of Education	3
MUS 519	Foundations of Music Education	3
MUS 533	Curriculum Trends in Music Education	3
MUS 612	Psychology of Music Teaching and Learning	3

Secondary Concentration (10 hours)

Elective Credits — 13 hours

Electives will be selected by advisement based on candidate’s needs identified through advisory examination and special interests. Electives may be selected from courses offered by the School of Music, or from areas outside of music, such as Educational Administration, Special Education or Psychology.

Research Core — 12 hours

MUS 610	Research in Music Education	3
MUS 700	Introduction to Doctoral Research	3
SRM 602	Statistical Methods I	3
SRM 603	Statistical Methods II	3

Research Proposal/Dissertation — 16 Hours

MUS 797	Doctoral Proposal Research	1-4
MUS 799	Doctoral Dissertation	1-12

MUS 797: Take 4 credits

MUS 799: Take 12 credits

NOTE: The dissertation should include goals such as extension of the student’s knowledge and improvement of their teaching ability in the field, development of new knowledge that will contribute to music education and implementation of music education theory to the practical aspects of ongoing school music programs.

Secondary Concentration courses may be selected from courses offered by the School of Music, or from areas outside of music, such as educational leadership, special education or psychology. A project integrating one or more subject areas with music education will be part of the secondary concentration expectation. The project is given on a directed study basis and may be extended into the framework of the dissertation.

MUSIC D.A. – MUSIC HISTORY AND LITERATURE CONCENTRATION

College of Performing and Visual Arts

See “Music D.A. — Music History and Literature Concentration (p. 241)”

Doctor of Arts in Music candidates will take written and oral comprehensive examinations at a time approved by the major advisor.

For additional information, see “Doctor of Arts Sequence and Check List” published by the School of Music.

See “Graduate Admission Requirements (p. 238)” for more information.

DEGREE REQUIREMENTS — 70 CREDITS

Primary Concentration — 18 hours

The primary concentration area develops a focused scholarly and/or creative and pedagogical expertise to professional levels in Music History and Literature. Courses are selected by advisement based upon candidate’s area of focus and upon the candidates needs identified through the advisory examination.

Secondary Concentration — 10 hours

Elective Credits — 5 hours

Research and Pedagogy Core — 21 hours

MUS 504	Music Theory Pedagogy	3
MUS 649	Music History Pedagogy	3
MUS 700	Introduction to Doctoral Research	3

Select two courses (6 hours) (music history advisory exam)

Period Seminars in Music History

MUS 507	History of Instruments and Instrumental Practices	3
MUS 643	Seminar: Medieval Music	3
MUS 644	Seminar: Music in the Renaissance	3
MUS 645	Seminar: The Baroque Period	3
MUS 646	Seminar: The Classic Period	3
MUS 647	Seminar: The Romantic Period	3
MUS 651	Seminar in Music History: Debussy to 1945	3
MUS 652	Seminar in Music History: 1945 to the Present	3

Music history exam: Dependent upon results of advisory exams

Select two courses (6 hours) (music theory exam)

Graduate Music Theory and Analysis

MUS 501	18th Century Counterpoint	3
MUS 502	Harmony and Form	3
MUS 503	Post-Tonal Music	3
MUS 505	Sixteenth Century Counterpoint	3
MUS 595	Music Theory Seminar	3

MUS 603	Analytical Studies in Music	3
MUS 604	Linear Analysis	3

Music theory exam: Dependent upon results of advisory exams

Research Proposal/Dissertation — 16 hours

MUS 797	Doctoral Proposal Research	1-4
MUS 799	Doctoral Dissertation	1-12

MUS 797: Take 4 credits

MUS 799: Take 12 credits

***NOTES:** The hours allotted to the doctoral dissertation may be divided between performance and dissertation requirements according to the plan of study as outlined and approved by the candidate's committee.*

Performance, Conducting, Jazz Studies, and Collaborative Piano majors will perform two recitals for 8 semester hours and complete a four semester hour dissertation. Students seeking the D.A. in Music Education, Music History and Literature or Composition will complete a 12-hour dissertation.

Program Notes

Composition majors will present a recital of their compositions written as part of their degree program.

A reading knowledge of one foreign language (typically French, German or Italian) is required by the following areas: brass, history and literature (a second language may be required through advisement), piano, strings, theory and composition, voice, woodwinds and instrumental conducting. Students in the areas of choral conducting and vocal performance should have skills in translation of vocal literature in one foreign language (French, German or Italian) as well as diction mastery of all three. In the woodwind and jazz studies areas a substitute research tool may be permitted after consultation and approval by the candidate's committee. For the collaborative piano concentration, language proficiency will be examined upon entry. Candidates must demonstrate pronunciation proficiency in French, German, Italian and the International Phonetic Alphabet as well as reading proficiency in French, German, and Italian. Candidates with deficiencies will meet with their major advisor and other appropriate faculty to determine the best way to remedy those deficiencies. Students should contact the Graduate Coordinator or appropriate area faculty to clarify language requirements.

The candidate must complete two consecutive semesters (minimum of 9 semester credit hours per semester) of graduate work on the University of Northern Colorado campus in order to satisfy the Doctor of Arts residency requirement.

The Program Advisor or Graduate Coordinator will provide information concerning how the student's oral and research committees are formed, the student's

responsibility in the committee process and the means of scheduling comprehensive examinations and the doctoral defense.

The Music Performance Concentration has an optional concentration in pedagogy.

NURSING D.N.P. – ADULT GERONTOLOGY ACUTE CARE NURSE PRACTITIONER (AGACNP) CONCENTRATION (POST BACHELOR'S)

College of Natural and Health Sciences

See “Nursing D.N.P. (p. 230)”

DEGREE REQUIREMENTS — 94 CREDITS

A minimum grade of ‘B’ or better or satisfactory in all nursing courses must be earned.

Nursing Science BS to D.N.P. Core — 27 hours

NURS 507	Policy, Leadership and Nursing Issues	3
NURS 601	Theoretical Foundations for Advanced Nursing	3
NURS 608	Advanced Health Care Concepts	3
NURS 618	Epidemiology in Advance Nursing Practice	3
NURS 658	Applied Nursing Genomics	3
NURS 668	Population Centered Health Care	3
NURS 678	Professional Practice and Healthcare Finance Seminar	3
NURS 700	Advanced Nursing Theory	3
NURS 707	Leadership in Health Policy	3

Nursing Practitioner Concentration — 16 hours

NURS 612	Advanced Pharmacology	4
NURS 613	Advanced Health Assessment	4
NURS 614	Advanced Pathophysiology	3
NURS 624	Health Promotion and Disease Prevention in Advanced Practice of Nursing	3
NURS 690	Advanced Professional Role	2

Nursing Practice AGACNP Concentration — 22 hours

NURS 651	Adult Gerontology Acute Care I	3
NURS 652	Adult Gerontology Acute Care II	3
NURS 653	Adult Gerontology Acute Care III	3
NURS 682	AGACNP Practicum I	3
NURS 683	AGACNP Practicum II	2
NURS 684	AGACNP Acute Care Skills	1
NURS 686	AGACNP Practicum III	3
NURS 693	AGACNP Synthesis Practicum	4

DNP Research Core — 29 hours

NURS 606	Research and Evidence-based Practice in Nursing	3
NURS 723	Design, Methods and Analysis in Health Care Research, Part I	3
NURS 725	Translational Research Methods	3
NURS 726	Introduction to the DNP Scholarly Project	4
NURS 727	DNP Scholarly Project Proposal Development and Defense	4
NURS 798	DNP Scholarly Project Practicum	1-12

NURSING D.N.P. – FAMILY NURSE PRACTITIONER (FNP) CONCENTRATION (POST BACHELOR'S)

College of Natural and Health Sciences

See “Nursing D.N.P. (p. 230)”

DEGREE REQUIREMENTS — 97 CREDITS

A minimum grade of ‘B’ or better or satisfactory in all nursing courses must be earned.

Nursing Science BS to D.N.P. Core — 27 hours

NURS 507	Policy, Leadership and Nursing Issues	3
NURS 601	Theoretical Foundations for Advanced Nursing	3
NURS 608	Advanced Health Care Concepts	3
NURS 618	Epidemiology in Advance Nursing Practice	3
NURS 658	Applied Nursing Genomics	3
NURS 668	Population Centered Health Care	3
NURS 678	Professional Practice and Healthcare Finance Seminar	3
NURS 700	Advanced Nursing Theory	3
NURS 707	Leadership in Health Policy	3

Nursing Practitioner Concentration — 18 hours

NURS 612	Advanced Pharmacology	4
NURS 613	Advanced Health Assessment	4
NURS 614	Advanced Pathophysiology	3
NURS 624	Health Promotion and Disease Prevention in Advanced Practice of Nursing	3
NURS 690	Advanced Professional Role	2
NURS 697	Scholarship of Advanced Nursing Practice	2

Nursing Practice FNP Concentration — 23 hours

NURS 654	Acute Care of Adults	3
NURS 656	Care of Chronic Illness in Adults	3
NURS 674	Care of Women and Pediatric Populations	3
NURS 675	FNP Clinical I	2
NURS 676	FNP Advanced Clinical Topics	2
NURS 677	FNP Clinical II	4
NURS 689	FNP Clinical Synthesis	1-6

Note: NURS 689: Take 6 hours

DNP Research Core — 29 hours

NURS 606	Research and Evidence-based Practice in Nursing	3
NURS 723	Design, Methods and Analysis in Health Care Research, Part I	3
NURS 725	Translational Research Methods	3
NURS 726	Introduction to the DNP Scholarly Project	4

NURS 727	DNP Scholarly Project Proposal Development and Defense	4
NURS 798	DNP Scholarly Project Practicum	1-12

NURSING D.N.P. (POST-MASTER'S)

College of Natural and Health Sciences

See "Nursing D.N.P. (p. 230)"

DEGREE REQUIREMENTS — 44 CREDITS

A minimum grade of 'B' or better or satisfactory in all nursing courses must be earned.

DNP Major Core Courses — 18 hours

NURS 618	Epidemiology in Advance Nursing Practice	3
NURS 658	Applied Nursing Genomics	3
NURS 668	Population Centered Health Care	3
NURS 678	Professional Practice and Healthcare Finance Seminar	3
NURS 700	Advanced Nursing Theory	3
NURS 707	Leadership in Health Policy	3

DNP Research Courses — 26 hours

NURS 723	Design, Methods and Analysis in Health Care Research, Part I	3
NURS 725	Translational Research Methods	3
NURS 726	Introduction to the DNP Scholarly Project	4
NURS 727	DNP Scholarly Project Proposal Development and Defense	4
NURS 798	DNP Scholarly Project Practicum	1-12

NURS 798: All doctoral students must earn 12 hours to fulfill the requirement for the doctorate.

NURSING EDUCATION PH.D.**College of Natural and Health Sciences**

Program Requirements: A minimum grade of 'B' or better or satisfactory in all nursing courses must be earned.

See "Nursing Education Ph.D. (p. 231)"

DEGREE REQUIREMENTS — 66 CREDITS**Research Core — 15 hours**

NURS 723	Design, Methods and Analysis in Health Care Research, Part I	3
NURS 724	Design, Methods and Analysis in Health Care Research, Part II	3
NURS 790	Doctoral Research Colloquium	3
SRM 680	Introduction to Qualitative Research	3
SRM 700	Advanced Research Methods	3

Research and Dissertation — 16 hours

NURS 797	Doctoral Proposal Research	1-4
NURS 799	Doctoral Dissertation	1-12

Research Tools

Students must demonstrate research skills in areas pertinent to the dissertation research topic. The Students' competence in these skills will be assessed by the Students' oral exam committee and/or dissertation committee members.

Master's to Ph.D. Requirements

Students enter with a master's in nursing and complete the doctoral degree with 66 hours. The general plan of study for students who enter the doctoral program is listed below.

Nursing Science Master's to Ph.D. Core — 12 hours

NURS 702	Advanced Concepts of Vulnerable Underserved Populations	3
NURS 703	Philosophical Underpinnings of Nursing Science	3
NURS 707	Leadership in Health Policy	3
NURS 711	Advanced Theory and Knowledge Development in Nursing	3

Nursing Education — 17 hours

NURS 730	The Scholarship of Teaching and Practice in Nursing Education	2
NURS 741	Evidence-Based Teaching	3
NURS 760	Advanced Nursing Curriculum Design and Program Evaluation	3
NURS 780	The Professorial Role in Nursing Education	3
PSY 681	Learning and Instruction	3

Choose one of the following courses:

NURS 710	Measurement of Nursing Student Outcomes	3
	or	
SRM 670	Evaluation: Models and Designs	3

Electives — 6 hours (with advisor's approval)**Deficiencies**

*Equivalencies or portfolio experience will determine student's need to take these additional hours (may be used as elective courses):

NURS 631	Teaching Strategies for Practice and Academic Settings	3
NURS 661	Planning and Evaluating Education in Practice and Academic Settings	3

SCHOOL PSYCHOLOGY PH.D.**College of Education and Behavioral Sciences**

See “School Psychology Ph.D. (p. 204)”

The Ph.D. program is accredited by the Commission on Accreditation of the American Psychological Association. Questions related to the program’s accredited status should be directed to the Commission on Accreditation:

*Office of Program Consultation and Accreditation
American Psychological Association*

750 1st Street NE

Washington, DC 20002

Phone: (202) 336-5979 or Email: apaaccred@apa.org

Web: www.apa.org/ed/accreditation/

The Ph.D. program in School Psychology is also approved by the National Association of School Psychologists.

Students in the Ph.D. program in School Psychology must complete all requirements of the M.A. degree in Foundations of Professional Psychology, in addition to the credits here. Upon completion of the M.A. degree, students will automatically be admitted to the Ph.D. program in School Psychology.

DEGREE REQUIREMENTS — 98-101 CREDITS**School Psychology Core — 25 semester hours**

APCE 623	Understanding and Counseling Diverse Populations	3
EDSE 630	Applied Behavior Analysis I	3
PSY 587	Social Cognitive Neuroscience	3
SPSY 640	School-Based Psychological Consultation	3
SPSY 656	Systems-Based Behavioral Health	3
SPSY 667	Intervening with Trauma and Crisis in the Schools	3
SPSY 747	Psychological Aspects of Academic Programming and Intervention	3
SPSY 763	Legal and Professional Foundations of School Psychology	4

Assessment Core — 8 semester hours

SPSY 644	Assessment I: Cognitive and Academic Functioning	5
SPSY 646	Assessment II: Socio-Emotional and Behavioral Functioning	3

Practicum Core — 16-18 semester hours

SPSY 618	Practicum in Child, Adolescent, and Family Interventions	5
SPSY 776	Externship in School Psychology	1-2
SPSY 779	Practicum in School Psychology	1-3

SPSY 776: Take twice

SPSY 779: Must complete 6 credits over the academic year

Select one of the following courses:

APCE 617	Play Therapy: Theory and Practicum	3
SPSY 749	Supervision and Leadership in School Psychology	3
SPSY 778	Clinical Neuropsychology Practicum	3

Ph.D. Electives 9-10 semester hours (Choose three):

APCE 609	Foundations of Play Therapy	3
APCE 624	Assessment and Treatment of Substance Abuse	3
APCE 665	Family Systems	3
APCE 669	Advanced Methods: Couples and Family Therapy	3
APCE 694	Practicum in Couples and Family Therapy	4
APCE 782	Introduction to Rorschach Administration and Scoring	3
APCE 785	Advanced Practicum in Community Engagement: Campus Connections	1
EDSE 631	Applied Behavior Analysis II	4
EDSE 632	Ethics in Applied Behavior Analysis	3
EDSE 633	Applications of Applied Behavior Analysis	3
SRM 607	Non-Parametric Statistics	3
SRM 609	Sampling Methods	3
SRM 611	Advanced Statistical Data Analysis	3
SRM 625	Applied Multiple Regression Analysis	3
SRM 626	Applied Multilevel Modeling	3
SRM 627	Survey Research Methods	3
SRM 629	Structural Equation Modeling	3
SRM 635	Categorical Data Analysis	3
SRM 636	Applied Bayesian Statistics	3
SRM 637	Applied Time Series Analysis	3
SRM 660	Mixed Methods Research	3
SRM 673	Evaluation: Advanced Methods	3
SRM 680	Introduction to Qualitative Research	3
SRM 685	Educational Ethnography	3
SRM 686	Qualitative Case Study Research	3
SRM 705	Advanced Issues in Research Methods	3

Supervision Core — 3 semester hours

SPSY 775	Supervision in School Psychology	3
----------	----------------------------------	---

Research Core — 18 semester hours**Research Methodology**

SRM 700	Advanced Research Methods	3
---------	---------------------------	---

Applied Statistics

SRM 603	Statistical Methods II	3
SRM 610	Statistical Methods III	3

Applied Research Methods

SPSY 629	Measurement and Experimental Design in Applied Behavior Analysis	3
SPSY 663	Seminar in Research and Professional Practice	1
SPSY 781	Evaluation of Psychological Services	3

SPSY 663: Must complete 1 credit per semester for 3 semesters, beginning the summer of first year.

Internship Core — 3 semester hours

SPSY 789	Internship in School Psychology	1-8
----------	---------------------------------	-----

Dissertation Core — 16 semester hours

SPSY 797	Doctoral Proposal Research	1-4
SPSY 799	Doctoral Dissertation	1-12

SPSY 797: Take 4 credits

SPSY 799: Take 12 credits

Program Notes

A student entering with previously completed graduate coursework may be able to have courses waived with advisor consent. In addition to formal course requirements, students must complete written and oral comprehensive examinations. As part of their written examination, students must pass the National School Psychology examination with a score of 147 or higher. Students must also complete a dissertation and a minimum 2,000 hour internship.

SPECIAL EDUCATION PH.D.**College of Education and Behavioral Sciences**

See “Special Education Ph.D. (p. 208)”

The Ph.D. in Special Education is a flexible doctoral program with provisions for individual planning to prepare stewards of the discipline of special education for positions of leadership in public and private schools and for colleges, universities, agencies, businesses and government entities. Major emphases are internally flexible and may be established to fit a variety of interests in the field of special education and gifts and talents. Graduates develop leadership knowledge and skills in exceptionalities related to six major themes: theory, pedagogy, research methodology, evidence-based practice, public policy/advocacy, and collaboration. The program is designed to prepare students for creative leadership in a rapidly changing world that is experiencing increasing cultural diversity, curriculum and structural reforms in schools and pedagogical innovations across the educational spectrum.

DEGREE REQUIREMENTS — 77-83 CREDITS

Students will be required to demonstrate literacy and competency in computer applications as part of the program.

Doctoral Core Courses (25 hours)

EDSE 701	Introduction to Doctoral Study in Exceptionalities	1
EDSE 702	Law of Exceptionalities	3
EDSE 721	Theories of Exceptionality	3
EDSE 727	Seminar in Exceptionalities	3
EDSE 728	Seminar in Professional Writing	3
EDSE 732	Research in Exceptionalities	3
EDSE 733	Preparing Teachers of Students with Exceptionalities	3
EDSE 744	Grant Writing Seminar	3
EDSE 745	Advanced Doctoral Seminar	3

Externships (3 hours - minimum)

EDSE 730	Externship in Exceptionalities	1-9
----------	--------------------------------	-----

Externships are taken in one to three hour blocks and involve an off-campus experience. Variable titles related to inquiry, university teaching, research, and administration are selected based on the nature of the externship.

Elective Credits — 9 hours (minimum)

Students are to select 9 semester hours of courses in a cognate closely related to the student’s program goals. Electives are chosen in consultation with the major advisor and are an integral part of the program plan.

Areas of Special Interest

The student may select an area of interest (one or more), in conference with their advisor, from the following areas: transition of children and youth with exceptionalities; education of infants and preschool children with exceptionalities; one of the categorical areas of special education (autism, blind or visually impaired, deaf or hard of hearing, emotionally disturbed, learning disabilities, mental retardation, etc.); gifts and talents; curriculum development; special education administration; university teaching/research; or other areas as designed by the student and their advisor.

Research Core — 12 hours

SRM 602	Statistical Methods I	3
SRM 603	Statistical Methods II	3
SRM 680	Introduction to Qualitative Research	3
SRM 700	Advanced Research Methods	3

Research Proposal/Dissertation — 16 hours

EDSE 797	Doctoral Proposal Research	1-4
----------	----------------------------	-----

Requires permission of major advisor. Explores dissertation research problems, theoretical frameworks, methodology, and data analysis procedures expected to develop an approved dissertation proposal. Students enroll for 1- to 4-hour blocks for a maximum of 4 hours. The student works closely with the Research Advisor and Doctoral Committee members to develop the proposal.

EDSE 799	Doctoral Dissertation	1-12
----------	-----------------------	------

Requires permission of major advisor. Dissertation research is taken in 1- to 12-hour blocks for a maximum of 12 hours. The student works closely with the Research Advisor and Doctoral Committee members to develop the proposal.

Research Tools — 12-18 hours

Students in special education must demonstrate proficiency in two of the four research tools listed below:

1. Research Design/Applied Statistics (3 hours from the following courses)

The GPA for this course and the 12 hours of Research Core above must be 3.0 or higher.

SRM 606	Multiple Linear Regression Analysis	3
SRM 607	Non-Parametric Statistics	3
SRM 608	Experimental Design	3
SRM 609	Sampling Methods	3
SRM 610	Statistical Methods III	3
SRM 611	Advanced Statistical Data Analysis	3
SRM 625	Applied Multiple Regression Analysis	3
SRM 627	Survey Research Methods	3
SRM 629	Structural Equation Modeling	3
SRM 635	Categorical Data Analysis	3
SRM 685	Educational Ethnography	3

SRM 686	Qualitative Case Study Research	3
SRM 687	Narrative Inquiry	3
SRM 688	Writing Qualitative Research	3
SRM 705	Advanced Issues in Research Methods	3

2. Evaluation (9 hours from the following courses)

ELPS 654	Instructional Leadership and Supervision	3
ELPS 665	Policy Analysis and Development	3
SRM 670	Evaluation: Models and Designs	3
SRM 673	Evaluation: Advanced Methods	3

3. Instructional Technology (9 hours from the following courses)

ET 502	Instructional Design	3
ET 602	Performance Technology for Instructional Environments	3
ET 617	Development of Online Applications	3
ET 628	Design of Multimedia Learning Environments	3

4. Collateral Field (9 hours)

Contact the doctoral coordinator for examples of approved courses taken in a collateral field (cognition, instruction, measurement, psychology, human development, rehabilitation; additional research courses may be considered) that will support the dissertation research (600-level and above).

Comprehensive Performance Assessment

The comprehensive examination consists of a written Major Paper plus a matrix of performance options that demonstrates competency in theory, pedagogy, research methodology, evidence-based practice, public policy/advocacy, and collaboration.

SPORT AND EXERCISE SCIENCE PHD – BIOMECHANICS CONCENTRATION

College of Natural and Health Sciences

See “Sport and Exercise Science Ph.D. (p. 236)”

DEGREE REQUIREMENTS — 64-67 CREDITS

Prerequisites — 3 hours

SES 602	Introduction to Research in Sport and Exercise Science	3
---------	--	---

May be required if not taken during a student’s Master’s program.

Required Credits — 24 hours

SES 618	Biomechanics of Locomotion	3
SES 619	Advanced Biomechanics	3
SES 620	Neuromuscular Structure and Function	3
SES 622	Directed Studies	1-4
SES 625	Laboratory Techniques in Exercise Science Research	3
SES 627	Muscle Physiology	3
SES 755	Supervised Practicum in College Teaching	1-6

SES 622: Take 6 hours

SES 625: Laboratory Techniques in Biomechanics

SES 755: Take 3 hours

Elective Credits (in consultation with advisor) — 12 hours

SES 550	Neural Aspects of Kinesiology	3
SES 624	Advanced Developmental Kinesiology	3
SES 626	Metabolism	3
SES 635	Exercise and Sports Psychology	3
SES 665	Advanced Sociological Kinesiology	3
SES 692	Graduate Internship in Sport and Exercise Science	1-6

Research Core — 12 hours

SRM 602	Statistical Methods I	3
SRM 603	Statistical Methods II	3
SES 703	Research Seminar in Sport and Exercise Science	3
SRM 610	Statistical Methods III	3
or		
SRM 680	Introduction to Qualitative Research	3

Research Proposal/Dissertation — 16 hours

SES 797	Doctoral Proposal Research	1-4
SES 799	Doctoral Dissertation	1-12

Research Tools

Doctoral students in this degree must demonstrate competency in the two following research tools listed below:

1. **Research Design.** Applied Statistics/Quantitative Methods. Complete 9-12 hours (excluding SRM 600 and SRM 700).
2. **Discipline-Specific Laboratory Techniques.** Exhibit competency in laboratory-based research work, which is specific to a student’s concentration area. Coursework supporting this requirement is acceptable, but not required.

Program Note

In additions to Graduate School candidacy and graduation requirements, doctoral students in the School of Sport and Exercise Science must complete requirements associated with the SES doctoral matrix.

SPORT AND EXERCISE SCIENCE PH.D. – EXERCISE PHYSIOLOGY CONCENTRATION

College of Natural and Health Sciences

See “Sport and Exercise Science Ph.D. (p. 236)”

DEGREE REQUIREMENTS — 64-67 CREDITS

Prerequisites — 3 hours

SES 602	Introduction to Research in Sport and Exercise Science	3
---------	--	---

May be required if not taken during a student’s Master’s program.

Required Credits — 12 hours

SES 625	Laboratory Techniques in Exercise Science Research	3
SES 626	Metabolism	3
SES 627	Muscle Physiology	3
SES 632	Cardiovascular Physiology	3

SES 625: Laboratory Techniques in Exercise Physiology

Elective Credits in consultation with advisor — 24 hours

BIO 547	Immunology and Disease	3
BIO 550	Cell Physiology	3
BIO 552	Advanced Systemic Physiology: Homeostats	3
BIO 553	Advanced Systemic Physiology: Control Systems	3
BIO 556	Current Topics in Biomedical Research	2
BIO 576	Pharmacology	3
BIO 582	Cancer Biology	3
CHEM 581	General Biochemistry I	4
CHEM 582	General Biochemistry II	4
SES 550	Neural Aspects of Kinesiology	3
SES 619	Advanced Biomechanics	3
SES 620	Neuromuscular Structure and Function	3
SES 622	Directed Studies	1-4
SES 624	Advanced Developmental Kinesiology	3
SES 635	Exercise and Sports Psychology	3
SES 665	Advanced Sociological Kinesiology	3
SES 690	Graduate Seminar in Sport and Exercise Science	1
SES 692	Graduate Internship in Sport and Exercise Science	1-6
SES 696	College Teaching	3
SES 755	Supervised Practicum in College Teaching	1-6

Research Core — 12 hours

SRM 602	Statistical Methods I	3
SRM 603	Statistical Methods II	3
SES 703	Research Seminar in Sport and Exercise Science	3
SRM 610	Statistical Methods III	3
or		
SRM 680	Introduction to Qualitative Research	3

Research Proposal/Dissertation — 16 hours

SES 797	Doctoral Proposal Research	1-4
SES 799	Doctoral Dissertation	1-12

Research Tools

Doctoral students in this degree must demonstrate competency in two research tools. Three possibilities are listed below:

1. **Research Design.** Applied Statistics/Quantitative Methods. Complete 9-12 hours (excluding SRM 600 and SRM 700).
2. **Research Design.** Applied Statistics/Qualitative Methods. Complete 9-12 hours (excluding SRM 600 and SRM 700).
3. **Discipline-Specific Laboratory Techniques.** Exhibit competency in laboratory-based research work, which is specific to a student’s concentration area. Coursework supporting this requirement is acceptable, but not required.

Program Note

In addition to Graduate School Candidacy and graduations requirements, doctoral students in the School of Sports and Exercise Science must complete requirements associated with the SES doctoral matrix.

SPORT AND EXERCISE SCIENCE PH.D. – SOCIAL PSYCHOLOGY OF SPORT & PHYSICAL ACTIVITY CONCENTRATION

College of Natural and Health Sciences

See “Sport and Exercise Science Ph.D. (p. 236)”

DEGREE REQUIREMENTS — 64-67 CREDITS

Prerequisites — 3 hours

SES 602	Introduction to Research in Sport and Exercise Science	3
---------	--	---

May be required if not taken during a student’s Master’s program.

Choose either the Social Psychology or Coach Development cognate.

Coach Development Cognate

Required Credits — 15 hours

SES 624	Advanced Developmental Kinesiology	3
SES 625	Laboratory Techniques in Exercise Science Research	3
SES 635	Exercise and Sports Psychology	3
SES 636	Motivation	3
SES 665	Advanced Sociological Kinesiology	3

Elective Credits (with advisor approval) — 21 hours

GERO 625	Psychosocial Aspects of Aging	3
PSY 664	Advanced Social Psychology	3
SES 583	International Perspectives of Sport Coaching	3
SES 584	Sport Administration for Sport Coaches	3
SES 588	Evaluation of Coaching using Technology	3
SES 589	Bridging Theory and Practice in Sport Coaching	3
SES 619	Advanced Biomechanics	3
SES 620	Neuromuscular Structure and Function	3
SES 622	Directed Studies	1-4
SES 626	Metabolism	3
SES 627	Muscle Physiology	3
SES 670	Sport and Higher Education	3
SES 680	Perspectives in Sport Pedagogy	3
SES 692	Graduate Internship in Sport and Exercise Science	1-6
SES 696	College Teaching	3
SES 755	Supervised Practicum in College Teaching	1-6
SOC 532	Social Psychology and Group Dynamics	3
SOC 552	Applied Social Theory	3

Social Psychology Cognate

Required Credits — 15 hours

SES 624	Advanced Developmental Kinesiology	3
SES 625	Laboratory Techniques in Exercise Science Research	3
SES 635	Exercise and Sports Psychology	3
SES 636	Motivation	3
SES 665	Advanced Sociological Kinesiology	3

SES 625: Laboratory Techniques in Social Psychology of Sport and Physical Activity

Elective Credits (with advisor approval) — 21 hours

GERO 625	Psychosocial Aspects of Aging	3
PSY 664	Advanced Social Psychology	3
SES 619	Advanced Biomechanics	3
SES 620	Neuromuscular Structure and Function	3
SES 622	Directed Studies	1-4
SES 626	Metabolism	3
SES 627	Muscle Physiology	3
SES 670	Sport and Higher Education	3
SES 680	Perspectives in Sport Pedagogy	3
SES 692	Graduate Internship in Sport and Exercise Science	1-6
SES 696	College Teaching	3
SES 755	Supervised Practicum in College Teaching	1-6
SOC 532	Social Psychology and Group Dynamics	3
SOC 552	Applied Social Theory	3

Research Core — 12 hours

SRM 602	Statistical Methods I	3
SRM 603	Statistical Methods II	3
SES 703	Research Seminar in Sport and Exercise Science	3
SRM 610	Statistical Methods III	3
or		
SRM 680	Introduction to Qualitative Research	3

Research Proposal/Dissertation — 16 hours

SES 797	Doctoral Proposal Research	1-4
SES 799	Doctoral Dissertation	1-12

Research Tools

Doctoral students in this degree must demonstrate competency in two research tools. Three possibilities are listed below:

- Research Design.** Applied Statistics/Quantitative Methods. Complete 9-12 hours (excluding SRM 600 and SRM 700).
- Research Design.** Applied Statistics/Qualitative Methods. Complete 9-12 hours (excluding SRM 600 and SRM 700).

3. **Discipline-Specific Laboratory Techniques.** Exhibit competency in laboratory-based research work, which is specific to a student's concentration area. Coursework supporting this requirement is acceptable, but not required.

Program Note

In addition to Graduate School candidacy and graduation requirements, doctoral students in the School of Sport and Exercise Science must complete requirements associated with the SES doctoral matrix.

**SPORT AND EXERCISE SCIENCE PH.D. –
SPORT ADMINISTRATION
CONCENTRATION**

College of Natural and Health Sciences

See "Sport and Exercise Science Ph.D. (p. 236)"

DEGREE REQUIREMENTS — 64 CREDITS

Prerequisites — 3 hours

SES 602 Introduction to Research in Sport and Exercise Science 3

or

A graduate research course from Psychology (PSY) or Applied Statistics and Research Methods (SRM). Advisor approval is required for this choice.

Students in the Sport Administration Concentration are required to successfully complete all requirements for the Applied Statistics and Research Methods minor with a grade of "B" or better in each course.

Required Concentration Credits — 15 hours

SES 705 Doctoral Seminar for American Professoriate in Sport 3

SES 706 Seminar in Sport Organizational Behavior 3

SES 724 Seminar in Theory & Sport Organizations 3

SES 750 Seminar in Sport Finance 3

SES 790 Seminar in Sport Consumer Behavior 3

Elective Credits — 18 hours

Students are allowed 18 hours of electives in the doctoral program (64 credits beyond the Master's is required for graduation). After consulting with their advisor, students should select courses which contribute to their academic and research goals. The following courses are offered as a guide for elective course selection. Students should also review the *Catalog* for course options in other cognate areas.

SES 560 Critical Thinking and Ethical Considerations in Sport Administration 3

SES 570 Administration of Sport Organizations and Employees 3

SES 576 Sport Promotion and Marketing 3

SES 650 Financial Management for Sport Organizations 3

SES 665 Advanced Sociological Kinesiology 3

SES 670 Sport and Higher Education 3

SES 671 Fundraising & Development in Sport 3

SES 675	Sport Facility and Event Management	3
SES 679	Advanced Sport Marketing and Consumer Behavior	3
SES 688	Legal Aspects of Sport	3
SES 696	College Teaching	3
SES 755	Supervised Practicum in College Teaching	1-6

Research Core — 15 hours

SRM 602	Statistical Methods I	3
SRM 603	Statistical Methods II	3
SES 702	Seminar in Sport Administration Research Methods	3
SES 703	Research Seminar in Sport and Exercise Science	3
SRM 610	Statistical Methods III	3
or		
SRM 680	Introduction to Qualitative Research	3

Research Proposal/Dissertation — 16 hours

SES 797	Doctoral Proposal Research	1-4
SES 799	Doctoral Dissertation	1-12

Research Tools

Doctoral students in this degree must demonstrate competency in two research tools. Three possibilities are listed below:

1. **Research Design.** Applied Statistics/Quantitative Methods. Complete 9-12 hours (excluding SRM 600 and SRM 700).
2. **Research Design.** Applied Statistics/Qualitative Methods. Complete 9-12 hours (excluding SRM 600 and SRM 700).
3. A collateral field of study may be used as a substitute for a research tool. See Graduate School policies for details.

Program Note

In addition to Graduate School candidacy and graduation requirements, doctoral students in the School of Sport and Exercise Science must complete requirements associated with the SES doctoral matrix.

SPORT AND EXERCISE SCIENCE PH.D. – PHYSICAL EDUCATION AND PHYSICAL ACTIVITY LEADERSHIP (PE PAL) CONCENTRATION

College of Natural and Health Sciences

See “Sport and Exercise Science Ph.D. (p. 236)”

DEGREE REQUIREMENTS — 65-68 CREDITS**Prerequisites — 3 hours**

SES 602	Introduction to Research in Sport and Exercise Science	3
---------	--	---

May be required if not taken during a student’s Master’s program.

Required Concentration Credits — 22 hours

SES 622	Directed Studies	1-4
SES 680	Perspectives in Sport Pedagogy	3
SES 681	Research on Teaching and Teachers in Physical Activity Settings	3
SES 682	Program Design and Evaluation in Physical Activity Settings	3
SES 695	Seminar in Physical Education	1
SES 696	College Teaching	3

SES 695: Take four times.

And choose 3 credits from the following:

SES 622	Directed Studies	1-4
SES 755	Supervised Practicum in College Teaching	1-6

Research Core — 12 hours

Take all the following courses:

SRM 602	Statistical Methods I	3
SRM 680	Introduction to Qualitative Research	3
SES 703	Research Seminar in Sport and Exercise Science	3

Choose one of the following courses:

SRM 603	Statistical Methods II	3
SRM 607	Non-Parametric Statistics	3
SRM 610	Statistical Methods III	3
SRM 625	Applied Multiple Regression Analysis	3
SRM 627	Survey Research Methods	3
SRM 635	Categorical Data Analysis	3
SRM 660	Mixed Methods Research	3
SRM 685	Educational Ethnography	3
SRM 686	Qualitative Case Study Research	3
SRM 687	Narrative Inquiry	3
SRM 688	Writing Qualitative Research	3
SRM 731	Multivariate Analysis	3

Research Proposal/Dissertation — 16 hours

SES 797	Doctoral Proposal Research	1-4
---------	----------------------------	-----

SES 799 Doctoral Dissertation 1-12

Research Tools

Doctoral students in this degree must demonstrate competency in two research tools. Four possibilities are listed below:

1. **Research Design.** Applied Statistics/Quantitative Methods. Complete 9-12 hours (excluding SRM 600 and SRM 700).
2. **Research Design.** Applied Statistics/Qualitative Methods. Complete 9-12 hours (excluding SRM 600 and SRM 700).
3. **Discipline-Specific Laboratory Techniques.** Exhibit competency in laboratory-based research work, which is specific to a student's concentration area. Coursework supporting this requirement is acceptable, but not required.
4. A collateral field of study may be used as a substitute for a research tool. See Graduate School policies for details.

Cognate Credits — 15 hours

Must choose 15 hours from one of the Cognate Areas:

Physical Education Teacher Education Cognate

EDF 610	Teacher Research	3
EDF 619	Pluralism in Education	3
EDF 664	Instruction and Assessment	3
EDF 685	Philosophical Foundations of Education	3
EDF 700	Implementation and Evaluation of Curriculum	3
EDF 777	Social Justice in Education Reform	3
EDF 781	Perspectives on Curriculum	3
EDF 787	Technology, Innovation, and Education	3
SES 612	Assessment in Sport Pedagogy	3
SES 614	Analysis of Teaching in Physical Education	3

Physical Activity Leadership and Community Health Cognate

CH 509	Behavior Change Theories	3
CH 525	Contemporary Issues in School Health	3
CH 530	Strategies for Community Health Promotion	3
CH 533	Physical Activity Interventions in the Community	3
CH 615	Methods in Public Health Research and Evaluation	3
SES 646	Comprehensive School Physical Activity Programming	3
SES 647	School Physical Activity Policy, Advocacy, and Leadership	3

Program Note

In addition to Graduate School candidacy and graduation requirements, doctoral students in the School of Sport and Exercise Science must complete requirements associated with the SES doctoral matrix.

Doctoral Minors

APPLIED STATISTICS AND RESEARCH METHODS

College of Education and Behavioral Sciences

A Doctoral Minor in Applied Statistics and Research Methods is available to students in any UNC doctoral program with the approval of their doctoral program advisor.

DOCTORAL MINOR REQUIREMENTS — 15 CREDITS

Required courses — 15 hours

A minimum of 15 credit hours completed during the student's UNC doctoral program with grades of "B-" or better from the following courses:

SRM 519	Qualitative Analysis Software	1
SRM 520	Introduction to Statistical Computing	1
SRM 521	Statistical Computing with SPSS	1
SRM 522	Introduction to R	1
SRM 523	Introduction to SQL	1
SRM 602	Statistical Methods I	3
SRM 603	Statistical Methods II	3
SRM 606	Multiple Linear Regression Analysis	3
SRM 607	Non-Parametric Statistics	3
SRM 608	Experimental Design	3
SRM 609	Sampling Methods	3
SRM 610	Statistical Methods III	3
SRM 611	Advanced Statistical Data Analysis	3
SRM 625	Applied Multiple Regression Analysis	3
SRM 626	Applied Multilevel Modeling	3
SRM 627	Survey Research Methods	3
SRM 629	Structural Equation Modeling	3
SRM 635	Categorical Data Analysis	3
SRM 636	Applied Bayesian Statistics	3
SRM 637	Applied Time Series Analysis	3
SRM 660	Mixed Methods Research	3
SRM 665	Data Analysis for Decision-Making	3
SRM 670	Evaluation: Models and Designs	3
SRM 671	Grant Writing for Evaluators	3
SRM 673	Evaluation: Advanced Methods	3
SRM 680	Introduction to Qualitative Research	3
SRM 683	Visual and Virtual Inquiry	3
SRM 684	Research Ethics	1
SRM 685	Educational Ethnography	3
SRM 686	Qualitative Case Study Research	3
SRM 687	Narrative Inquiry	3
SRM 688	Writing Qualitative Research	3

SRM 705	Advanced Issues in Research Methods	3
---------	-------------------------------------	---

NOTE: SRM 502 or SRM 617 may be substituted for SRM 602.

Features and Conditions

1. Completion of the minor will be noted in the student's transcript as Minor in Applied Statistics and Research Methods.
2. No other course substitutions are permitted.
3. This minor is not available to students in the Applied Statistics and Research Methods degree program.
4. Some or all of the SRM courses used for the minor may be part of a student's program of required or elective classes.

No application to the Applied Statistics and Research Methods program is required. In consultation with their doctoral program advisors, students may include sufficient SRM courses in their programs of study to meet the requirements for the minor.

EDUCATIONAL LEADERSHIP AND POLICY STUDIES

College of Education and Behavioral Sciences

The Educational Leadership minor is a 15 credit program available to students in any UNC doctoral program with the approval of their doctoral program advisor. The intent of this minor is to encourage doctoral students throughout the University to increase and expand their understanding of leadership theories, practices, strategies and research that support best practices in leading change and improvement of instructional settings. Completion of the minor will be noted in the student's transcript as "Minor in Educational Leadership and Policy Studies." No application for admission to the minor is required; students will declare their intent to complete the minor on their doctoral program of studies filed with the Graduate School.

DOCTORAL MINOR REQUIREMENTS — 15 CREDITS

Required Courses — 15 Hours

A minimum of five (5) courses completed during the student's UNC doctoral program with grades of "B-" or better from the following courses:

ELPS 601	Leadership Development Through Inquiry	3
ELPS 603	Shaping Organizations: Management and Leadership in Education	3
ELPS 604	Understanding People: Professional Development and Educational Leadership	3

ELPS 605	External Environments: Social, Political, and Economic Influences in Educational Leadership	3
ELPS 608	Issues in Educational Leadership: Implications for Practice	3
ELPS 622	Directed Studies	1-3
ELPS 650	School Finance and Budgeting	3
ELPS 654	Instructional Leadership and Supervision	3
ELPS 660	Law and the Administrator	3
ELPS 665	Policy Analysis and Development	3
ELPS 666	Planning and Change in Education	3

Features and Conditions:

- No application for admission to the minor is required. In consultation with their doctoral program advisors, students will declare their intent to complete the minor on their doctoral program of studies filed with the Graduate School.
- ELPS-prefixed courses used for the minor may be part of a student's program of required or elective courses.

EDUCATIONAL PSYCHOLOGY**College of Education and Behavioral Sciences**

Admission Requirements. The minor will be open to all students who are enrolled in good standing in a doctoral degree program at the University of Northern Colorado. Doctoral students must notify the Educational Psychology program director by submitting: 1) a letter stating their intent to obtain a minor in Educational Psychology, and 2) a letter from their doctoral program advisor indicating approval of the minor.

DOCTORAL MINOR REQUIREMENTS — 15 CREDITS**15 hours (minimum) from the following courses:**

Substitutions will be allowed if they are approved by the Graduate Program Coordinator or the School Director.

PSY 530	Life Span Developmental Psychology	3
PSY 540	Theories and Principles of Learning	3
PSY 575	Educational Assessment	3
PSY 587	Social Cognitive Neuroscience	3
PSY 590	Seminar in History of Psychology	3
PSY 630	Advanced Child and Adolescent Psychology	3
PSY 640	Cultural Issues in Education Psychology	3
PSY 644	Motivation in Education	3
PSY 661	Trends and Issues in Educational Psychology	3
PSY 674	Measurement I: Classical Test Theory	3
PSY 681	Learning and Instruction	3

EDUCATIONAL TECHNOLOGY**College of Education and Behavioral Sciences**

A Doctoral Minor in Educational Technology is available to students in any UNC doctoral program with the approval of their doctoral program advisor. In addition, a written notification needs to be sent to the Educational Technology program coordinator and the Graduate School by the student's doctoral program advisor.

DOCTORAL MINOR REQUIREMENTS — 15 CREDITS**Required Courses**

A minimum of five courses for a total of 15 credits completed during the student's UNC doctoral program with grades of "B" or better from the following courses:

ET 630	Trends and Issues in Instructional Design and Technology	3
ET 631	Distance Education	3
ET 635	Instructional Materials Development for Online Learning	3
ET 640	Applications of Multiliteracies	3
ET 641	Designing, Playing, and Learning	3
ET 643	Innovative Instructional Formats	3
ET 645	Children's Engineering and STEM	3
ET 721	Learning Theories and Technology Integration	3
ET 723	Global & Cultural Perspectives in Educational Technology	3
ET 740	Innovations in Technology and Education	3
ET 749	Gaming and Application Design	3

Features and Conditions:

- Completion of the minor will be noted in the student's transcript as Minor in Educational Technology. The courses taken for the minor need to be included on a student's formal submitted plan of study.
- Courses from outside the Educational Technology program may not count toward the minor.
- Students may request ET courses not on the doctoral minor course list to be counted toward the minor. Such a request requires approval by the student's advisor and the ET program coordinator.
- This minor is not available to students in the Educational Technology degree or certificate programs.
- Some or all of the course used for the minor may be part of the students' program of required or elective classes.

No application to the Educational Technology program is required to add the minor. Students should work in consultation with their doctoral program advisor to include sufficient ET courses in their programs of study to meet the requirements for the doctoral minor.

HIGHER EDUCATION AND STUDENT AFFAIRS LEADERSHIP

College of Education and Behavioral Sciences

A doctoral minor in Higher Education and Student Affairs Leadership is available to students in any UNC doctoral program with the approval of their doctoral program advisor. The intent of this minor is to encourage doctoral students who anticipate working in higher education settings to increase and expand their understanding of higher education organizations, policies, and procedures and to understand developmental needs of college students and services offered to assist students. Completion of the minor will be noted in the student's transcript as "Minor in Higher Education and Student Affairs Leadership." No application for admission to the minor is required; students will declare their intent to complete the minor on their doctoral program of studies filed with the Graduate School.

DOCTORAL MINOR REQUIREMENTS — 15 CREDITS

Required courses — 15 hours

A minimum of five (5) courses completed during the student's UNC doctoral program with grades of "B-" or better from the following courses:

HESA 601	Introduction to Higher Education & Student Affairs	3
HESA 611	Organization and Administration	3
HESA 612	Higher Education Assessment and Evaluation	3
HESA 650	College Student Development: Foundational Theory	3
HESA 651	Philosophical, Historical and Cultural Foundations of Student Affairs in Higher Education	3
HESA 652	Enrollment Management Services	3
HESA 655	Multiculturalism in Higher Education and Student Affairs	3
HESA 658	Helping Skills for Practitioners	3
HESA 660	Women in Higher Education and Student Affairs	3
HESA 668	College Students: Culture, Characteristics, Campus Life	3
HESA 669	Culturally Responsive Aspects of Transformative Learning	3
HESA 671	Introduction to Leadership in Higher Education and Student Affairs Leadership	3
HESA 680	Law and Higher Education	3
HESA 683	Finance and Resource Management in Higher Education	3
HESA 685	Human Resources in Higher Education	3
HESA 690	Public Policy in Higher Education	3
HESA 695	Current Issues in Higher Education and Student Affairs Leadership	3

HESA 751	Advanced College Student Development: Social Identity	3
----------	---	---

Features and Conditions:

1. Completion of the minor will be noted on the student's transcript as Minor in Higher Education and Student Affairs Leadership.
2. Course substitutions will be allowed only upon verification by the Graduate Program Coordinator of the HESAL program that a transfer course from another university is equivalent to one of the UNC courses listed above, or that it would be accepted in the HESAL Ph.D. program as a higher education elective course. Field experiences and internships may not be substituted for the above courses. All course substitutions must have been taken within the time frame of the student's UNC doctoral program.
3. HESA-prefixed courses used for the minor may be part of a student's program of required or elective courses.
4. No application to the Higher Education and Student Affairs Leadership program is required. In consultation with their doctoral program advisor, students may include sufficient HESA-prefixed courses to meet the requirements for the minor.

READING

College of Education and Behavioral Sciences

A Doctoral Minor in Reading is available to students in any UNC doctoral program with the approval of their doctoral program advisor.

DOCTORAL MINOR REQUIREMENTS — 15 CREDITS

Required courses — 15 hours

A minimum of five (5) courses completed during the student's UNC doctoral program with grades of "B-" or better among the following courses:

EDRD 611	Language, Literacy and Cognitive Development	3
EDRD 612	Reading in the Elementary Schools	3
EDRD 614	Literature for Children, Adolescents and Young Adults	3
EDRD 617	Evaluation and Improvements of Literacy Teaching and Learning	4
EDRD 620	Reading in the Middle and Secondary Schools	3
EDRD 642	Teaching the Writing Process in Schools	3
EDRD 645	Reading Research	3
EDRD 670	Directing a School-Wide Reading/Literacy Program	3
EDRD 692	Clinical Practicum in Literacy Coaching	4

Features and Conditions:

1. Completion of the minor will be noted in the student’s transcript as Minor in Reading.
2. No other course substitutions are permitted without approval from the Reading Programs Coordinator.
3. Some or all of the EDRD courses used for the minor may be part of a student’s program of required or elective classes.
4. Because each 600-level course is also in the MA degree program, doctoral students must complete doctoral-level assignments with satisfactory grades according to the syllabus for each course.
5. In consultation with their doctoral program advisors, students must include sufficient Reading courses in their program of study to meet requirements for the minor. Because many of the courses are offered on a cohort model often through Extended Studies, doctoral Reading Minor students may need to seek permission from the instructor or program coordinator to enroll.

EDSE 541	Introduction to Visual Impairments and Deaf-Blindness	3
EDSE 550	Foundations of Deaf Education	3
EDSE 613	Applied Assessment	3
EDSE 614	Behavioral Interventions	3
EDSE 616	Scientifically Based Literacy Interventions	3
EDSE 617	Mathematics and Content Area Learning for Students with Disabilities	3
EDSE 618	Educating Students with Significant Support Needs	3
EDSE 619	Secondary Services	3
EDSE 676	Assessment and Interventions for Students with Challenging Behaviors	3
EDSE 677	Transition to Adulthood for Youth with Exceptionalities	3
EDSE 678	Strategies for Students with Autism/Significant Needs	3
EDSE 679	Interventions for Students with Cultural and Linguistic Differences	3
EDSE 680	Administration and Supervision of Special Education	3
EDSE 682	Foundations in Gifted Education	3

SPECIAL EDUCATION

College of Education and Behavioral Sciences

A Doctoral Minor in Special Education is available to students in any UNC doctoral program with the approval of their doctoral program advisor. The intent of this program is to encourage doctoral students throughout the University to increase and expand their understanding of the field of special education and disability issues. Completion of the minor will be noted in the student’s transcripts as Minor in Special Education. No application to the School of Special Education is required. In consultation with their doctoral program advisors, students may include sufficient EDSE courses in their programs of study to meet the requirements for the minor. Some or all of the courses used for this minor may be part of a student’s program of required or elective classes. The minor consists of additional courses completed with a “B” or better.

This minor is not available to students in the Special Education doctoral program.

Select 6 hours of the following courses:

EDSE 702	Law of Exceptionalities	3
EDSE 721	Theories of Exceptionality	3
EDSE 727	Seminar in Exceptionalities	3
EDSE 732	Research in Exceptionalities	3
EDSE 745	Advanced Doctoral Seminar	3

DOCTORAL MINOR REQUIREMENTS — 18 CREDITS

Required Courses — 9 hours

EDSE 510	Foundations of Special Education	3
EDSE 511	Content Accessibility for CLD and Students with Identified Needs	3
EDSE 512	Assessment, IEP Development and Instructional Planning	3

Select one of the following courses (3 hours):

EDSE 532	Typical and Atypical Early Child Development: Application to Early Childhood Special Education	3
----------	--	---

Graduate Certificate Programs

ADULT GERONTOLOGY ACUTE CARE NURSE PRACTITIONER (AGACNP) GRADUATE CERTIFICATE PROGRAM (NON- DEGREE)

College of Natural and Health Sciences

The certificate in AGACNP prepares the nurse who has an existing master's degree in nursing to care for patients in acute care across the spectrum of adolescent, young adult, adult, older adult and frail elderly. An individualized post-graduate certificate program of study is determined by an evaluation of the student's previous course work and the completion of a gap analysis once accepted into the program. The courses will be selected from the AGACNP Certificate requirements. Upon program completion, the individual is eligible to apply for national certification.

Following national certification attainment the graduate is eligible to be recognized as an Advanced Practice Nurse from the State Board of Nursing with all rights and privileges associated with this title. Health policies, OSHA requirements, CPR and ACLS certifications, and student malpractice insurance are required.

Prerequisites: Master's degree in Nursing, Advanced Pathophysiology, Advanced Pharmacology and Advanced Health Assessment. These courses can be completed at UNC.

CERTIFICATE REQUIREMENTS — 12-27 CREDITS

Required AGACNP Credits — 12-27 hours

NURS 624	Health Promotion and Disease Prevention in Advanced Practice of Nursing	3
NURS 651	Adult Gerontology Acute Care I	3
NURS 652	Adult Gerontology Acute Care II	3
NURS 653	Adult Gerontology Acute Care III	3
NURS 682	AGACNP Practicum I	3
NURS 683	AGACNP Practicum II	2
NURS 684	AGACNP Acute Care Skills	1
NURS 686	AGACNP Practicum III	3
NURS 690	Advanced Professional Role	2
NURS 693	AGACNP Synthesis Practicum	4

ANIMAL AUDIOLOGY GRADUATE CERTIFICATE PROGRAM (NON-DEGREE)

College of Natural and Health Sciences

The Animal Audiology certificate program provides specialized training in the assessment and management of hearing loss in animals. The program is designed for graduate students enrolled in a Doctor of Audiology program and for currently practicing audiologists.

Emphasis is on the use of the brainstem auditory evoked response (BAER) for screening and diagnosis of canines and equines, although the skills acquired will transfer to BAER testing of other animals and human infants. Students will also learn about the physiology of hearing and sound production systems of animals. All students will complete 6 credits of practicum working with or observing animals at a local veterinary clinic or other off-campus locations.

Prerequisites: Enrollment in or completion of a Doctor of Audiology (Au.D.) program.

CERTIFICATE REQUIREMENTS — 12 CREDITS

Required Credits — 12 hours

ASLS 596	Comparative Hearing and Vocal Mechanisms	3
ASLS 597	Seminar in Animal Audiology	3
ASLS 794	Practicum in Animal Awareness	2
ASLS 796	Practicum in Animal Audiology	2

ASLS 796: Take 2 hours per semester for 2 semesters

APPLIED BEHAVIOR ANALYSIS GRADUATE CERTIFICATE PROGRAM (NON-DEGREE)

College of Education and Behavioral Sciences

The Applied Behavior Analysis (ABA) certificate program is an online 7-course sequence designed to prepare special educators, professionals in psychology, and behavior analysts, with knowledge and skills in the area of ABA. Coursework in the ABA certificate includes: concepts and foundations of applied behavior analysis; measurement and experimental design; identifying functions or problem behavior; designing, implementing and evaluating interventions; behavior change systems; ethics, management, and supervision; and application of applied behavior analysis through the lifespan, including individuals with cultural and linguistic diversity, autism, traumatic brain injury, and extremely challenging behaviors.

The coursework can be completed in 3 semesters and one summer session. All coursework is offered completely online and prepares students to sit for the examination to become a Board Certified Behavior Analyst (BCBA). Students who are interested in taking the BCBA exam must also have at least a master's degree and supervision from another person who is a BCBA by the time they sit for the exam.

Note: If you are also interested in obtaining an MA concurrently, please see the online Intervention Specialist MA degree offered through the Special Education Program.

CERTIFICATE REQUIREMENTS — 21 CREDITS

Required Credits

EDSE 627	Philosophical Underpinnings of Applied Behavior Analysis	2
EDSE 630	Applied Behavior Analysis I	3
EDSE 631	Applied Behavior Analysis II	4
EDSE 632	Ethics in Applied Behavior Analysis	3
EDSE 633	Applications of Applied Behavior Analysis	3
SPSY 628	Concepts and Principles of Applied Behavior Analysis	3
SPSY 629	Measurement and Experimental Design in Applied Behavior Analysis	3

Students must take EDSE 627 (2 credits) and SPSY 628 (3 credits) before any other ABA classes.

APPLIED CAUSAL EVALUATION OF POLICY AND INNOVATION GRADUATE CERTIFICATE

Program temporarily not accepting new applications for admissions.

College of Education and Behavioral Sciences

Education Innovation Institute

This 12-credit fully online program will provide those earning the certificate with the information and skills necessary to manage high quality evaluations of programs and policies in their own professional context. Through a series of 1- and 2-credit online courses, recipients will be able to: (1) deduce appropriate lessons from existing applied education research to inform practice in their local context; (2) identify key design elements of a low-cost, rigorous causal evaluation; (3) interpret findings and match communication strategies to the appropriate audiences; and (4) apply local evaluation findings to inform continuous learning and strategic investments.

CERTIFICATE REQUIREMENTS — 12 CREDITS

Elective Credits — 2 Hours

EII 608	Ethical Data Management and Analysis II	2
EII 612	Data Visualization for Educators	1
EII 613	Research-Practitioner Partnerships	1
EII 615	Application of Cost Analyses to Decision-Making	2

Required Credits — 10 Hours

EII 604	Introduction to Applied Causal Evaluation of Policy and Innovation	1
---------	--	---

EII 606	Methods in Causal Evaluation	2
EII 607	Ethical Data Management and Analysis I	2
EII 609	Defining Interventions and Using Logic Models	1
EII 610	Randomized Control Trials in Schools	2
EII 611	Process Evaluation	1
EII 614	Introduction to Cost Studies	1

APPLIED DATA ANALYSIS FOR DECISION MAKING GRADUATE CERTIFICATE PROGRAM (NON-DEGREE)

College of Education and Behavioral Sciences

The purpose of this certificate is to prepare professionals in the analytical and communication skills needed to use data for making informed institutional or programmatic decisions in various educational, health-related, or social/behavioral science settings. The required courses in qualitative methods, applied statistics, statistical computing, database management, and survey methods provide a solid foundation in the methods commonly used in data-informed decision-making positions. The capstone course, SRM 665: Data Analysis for Decision-Making, offers students the opportunity to participate in an applied data analysis project for which they will be required to design the data collection and analysis plan, conduct data analyses, and prepare/deliver both a written report and oral presentation for relevant stakeholders. In addition, students will select 3 elective credits from courses in geographic information science, public health methods, business analytics, or higher education assessment.

Prerequisites: Admission to the University as either a degree-seeking or non-degree seeking graduate student and completion of SRM 600 (or equivalent). It is also assumed students will have completed introductory coursework in statistics through the equivalent of SRM 603 before enrolling in SRM 625, though students may begin the certificate program without such coursework.

CERTIFICATE REQUIREMENTS — 17 CREDITS

Required Credits — 14 hours

SRM 521	Statistical Computing with SPSS	1
SRM 523	Introduction to SQL	1
SRM 625	Applied Multiple Regression Analysis	3
SRM 627	Survey Research Methods	3
SRM 665	Data Analysis for Decision-Making	3
SRM 680	Introduction to Qualitative Research	3

Elective Credits — 3 hours

Choose one of the following courses:

CH 615	Methods in Public Health Research and Evaluation	3
GEOG 507	Geographic Information Science	3
HESA 612	Higher Education Assessment and Evaluation	3
MBA 605	Data Analytics and Visualization	3

BREWING LABORATORY SCIENCE GRADUATE CERTIFICATE PROGRAM

College of Natural and Health Sciences

This 9-credit hour certificate provides preparation in brewing laboratory science. It is designed for those interested in obtaining work within the brewing industry, starting their own brewery or brewery laboratory, or continuing their education in brewing laboratory science.

Admission eligibility for the certificate program requires at least one of the following: one year of commercial brewing experience; successful completion of an undergraduate certificate in brewing laboratory science; or a bachelor's degree in Chemistry, Biology, Physics, Mathematics, Geology, or related science.

CERTIFICATE REQUIREMENTS — 9 CREDITS

Take 3 credit hours in each topic area:

Laboratory Science (3 hours required)

BREW 570	Practical Brewing Science	3
BREW 622	Directed Studies	1-3
BREW 695	Special Topics in Brewing Laboratory Science	1-3

Experiential Learning (3 hours required)

BREW 579	Advanced Brewing Laboratory Science	3
BREW 692	Internship	1-9

Brewery and Laboratory Design (3 hours required)

BREW 580	Brewery Operations	3
----------	--------------------	---

CHILD AND ADOLESCENT GRADUATE CERTIFICATE PROGRAM (NON-DEGREE)

College of Education and Behavioral Sciences

This sequence of courses provides foundational preparation for mental health professionals who work with children and youth. The certificate program is designed for pre-service and in service mental health professionals who desire endorsement for specialization, or completion of academic requirements for registration through the Association for Play Therapy.

Prerequisites: Master's degree in appropriate mental health profession or current enrollment in appropriate graduate program.

CERTIFICATE REQUIREMENTS — 15 CREDITS

Required Credits — 9 hours

APCE 603	Understanding Children, Adolescents, and Their Systems	3
APCE 609	Foundations of Play Therapy	3

Candidates who wish to be endorsed for registration through the Association for Play Therapy will also be required to successfully complete the following:

APCE 617	Play Therapy: Theory and Practicum	3
----------	------------------------------------	---

Elective Credits — 6 hours

PSY 530	Life Span Developmental Psychology	3
APCE 558	Diagnosis and Treatment Planning	3
SPSY 628	Concepts and Principles of Applied Behavior Analysis	3

Special Topics Courses

(offered with a rotating sequence as APCE 508 or APCE 513)

Advanced Theories of Play Therapy	1
Parent Child Interactive Therapy	1
Play Therapy with Traumatized Children	1
Filial Therapy	1
Play Therapy in School Settings	1
Play Therapy with Special Populations	1
Therapeutic Parenting	1

CLD (CULTURALLY AND LINGUISTICALLY DIVERSE) EDUCATION CORE GRADUATE CERTIFICATE

College of Education and Behavioral Sciences

The 12 credit CLD Core Graduate Certificate program provides licensed K-12 teachers with the opportunity to develop knowledge, skills, and disposition needed to work with CLD students in the U.S. K-12 classrooms. The certificate will help teachers fulfill one of the licensure renewal requirements in Colorado. All coursework in the program will count towards a CDE recognized CLD endorsement program offered at UNC.

Admission Requirements:

For admittance to the certificate program, students should be successfully admitted to the Graduate School at UNC as a degree or non-degree seeking graduate student, including:

- An earned Bachelor's degree from an accredited institution;
- GPA of 3.00 or better, on a 4.00 point scale, from the most recent degree earned or current degree in progress;
- Teaching licensure or enrollment in a teacher preparation program.

CERTIFICATE REQUIREMENTS — 12 CREDITS

Take all of the following:

ECLD 504	Field Experience in Culturally & Linguistically Diverse Education	3
ECLD 594	Foundations of Language and Linguistics for ESL/Bilingual Educators	3
ECLD 611	CLD Methods and Assessment I	3

Choose one of the following:

ECLD 592	Second Language Acquisition Theory	3
ECLD 593	Language, School and Society	3
ECLD 602	Teaching Culturally Linguistically Diverse and Bilingual Learners	3

ECLD 593 or ECLD 602 may be taken with approval from program coordinator.

COMPOSITION AND LITERARY STUDIES GRADUATE CERTIFICATE (NON-DEGREE)

College of Humanities and Social Sciences

This six-course (18-credit) certificate program is designed for teachers with a master's degree (in any field) who require 18 hours of graduate courses **in English or a related subfield** in order to meet the Higher Learning Commission's credential requirement for teaching dual enrollment/undergraduate English courses. Teachers without a master's degree can take the certificate course as part of the M.A.T. in English Education (p. 87).

CERTIFICATE REQUIREMENTS — 18 CREDITS

Working with a program advisor the student will select six courses (18 credits) of which a minimum four (12 credits) must be from English (ENG) and/or English Education (EED). With advisor consent, the remaining two courses (6 credits) may be from a related subfield.

CULTURAL STUDIES AND EQUITY GRADUATE CERTIFICATE PROGRAM (NON-DEGREE)

College of Education and Behavioral Sciences

Admission Requirements

For admittance to the certificate program, students should be successfully admitted to the University as a degree or non-degree seeking graduate student. No other prerequisites or admission standards beyond the university requirements are needed. In alignment with the Graduate School standards, all courses must be passed with a "B" grade or higher.

This graduate certificate program is intended for degree and non-degree seeking graduate students interested in issues of culture, diversity, equity and social justice. Students enrolled in any CEBS graduate program preparing for careers in teaching, administration, counseling, or research may obtain the certificate in addition to their graduate degree. Students in graduate programs outside of CEBS with interest in education are welcome, as are non-degree seeking practicing educators looking for professional development in cultural diversity.

CERTIFICATE REQUIREMENTS — 13 CREDITS

Required Credits — 7 credits

ECLD 592	Second Language Acquisition Theory	3
or		
ECLD 602	Teaching Culturally Linguistically Diverse and Bilingual Learners	3
EDF 618	Internship in Cultural Studies and Equity	1
EDF 619	Pluralism in Education	3

Elective Credits — 6 credits

Choose from the following:

APCE 623	Understanding and Counseling Diverse Populations	3
ECLD 593	Language, School and Society	3
EDF 685	Philosophical Foundations of Education	3
EDSE 679	Interventions for Students with Cultural and Linguistic Differences	3
HESA 655	Multiculturalism in Higher Education and Student Affairs	3
HESA 665	International Higher Education and Student Affairs	3

Program Note

A "B" grade in each of the courses must be achieved to earn the Cultural Studies and Equity Certificate.

EDUCATIONAL TECHNOLOGY - INNOVATIVE PEDAGOGY GRADUATE CERTIFICATE PROGRAM (NON-DEGREE)

College of Education and Behavioral Sciences

The certificate available from the Educational Technology program provides an individual with focused expertise at the graduate level in Innovative Pedagogy. The Educational Technology graduate certificate program is intended for graduate students interested in developing specific expertise in digital education. It intends to meet the demands for technology-rich skills among professionals in educational contexts.

Admission Requirements

For admittance to the certificate program, students should be successfully admitted to the University as a graduate student. No other prerequisites or admission standards beyond the university requirements are needed. These certificates are independent of state K12 licensure. Applicants to the certificate program are reviewed on a continuous enrollment schedule. In alignment with the Graduate School standards, all courses must be passed with a "B" grade or higher.

CERTIFICATE REQUIREMENTS — 12 CREDITS

Take the following course:

ET 523	Innovative Pedagogy and Assessment	3
--------	------------------------------------	---

Choose three of the following courses:

ET 525	Learners and Curriculum in the Digital Age	3
ET 527	Social Justice in the Digital Age	3
ET 640	Applications of Multiliteracies	3
ET 641	Designing, Playing, and Learning	3
ET 643	Innovative Instructional Formats	3
ET 645	Children's Engineering and STEM	3

EMERGENCY NURSE PRACTITIONER (ENP) GRADUATE CERTIFICATE PROGRAM (NON- DEGREE)

College of Natural and Health Sciences

The certificate in ENP prepares the board certified Family Nurse Practitioner with an existing master's degree in nursing to care for patients in emergency practice across the live-span pediatrics, adolescent, young adult, adult, older adult, frail elderly in the emergency care setting. An individualized post-graduate certificate program of study is determined by an evaluation of the student's previous course work and the completion of a gap analysis once accepted into the program. The courses will be selected from the ENP Certificate requirements.

Upon program completion, the individual is eligible to apply for national certification.

Following national certification attainment the individual is eligible to be recognized as an Emergency Nurse Practitioner. Health policies, OSHA requirements, CPR, ACLS, and PALS certifications, and student malpractice insurance are required.

Prerequisites: Board certified Family Nurse Practitioner. Master's degree in nursing. Advanced Pathophysiology, Advanced Pharmacology and Advanced Health Assessment. These courses can be completed at UNC.

CERTIFICATE REQUIREMENTS — 12-16 CREDITS

Required ENP Credits — 16 hours

NURS 662	Advanced Emergency Care I	3
NURS 663	Emergency Procedures & Lab I	1
NURS 664	ENP Clinical I	2
NURS 671	Advanced Emergency Care II	3
NURS 672	Emergency Procedures and Lab II	1
NURS 673	ENP Clinical II	2
NURS 692	ENP Clinical Synthesis	4

FAMILY NURSE PRACTITIONER (FNP) GRADUATE CERTIFICATE PROGRAM (NON- DEGREE)

College of Natural and Health Sciences

The certificate in FNP prepares the nurse who has an existing master's degree in nursing to care for patients in family practice across the live-span pediatrics, adolescent, young adult, adult, older adult, frail elderly in the primary care setting. An individualized post-graduate certificate program of study is determined by an evaluation of the student's previous course work and the completion of a gap analysis once accepted into the program. The courses will be selected from the FNP Certificate requirements. Upon program completion, the individual is eligible to apply for national certification.

Following national certification attainment the individual is eligible to be recognized as an Advanced Practice Nurse from the State Board of Nursing with all rights and privileges associated with this title. Health policies, OSHA requirements, CPR and ACLS certifications, and student malpractice insurance are required.

Prerequisites: Master's degree in Nursing. Advanced Pathophysiology, Advanced Pharmacology and Advanced Health Assessment. These courses can be completed at UNC.

CERTIFICATE REQUIREMENTS — 12-28 CREDITS

Required FNP Certificate Credits — 12-28 hours

NURS 624	Health Promotion and Disease Prevention in Advanced Practice of Nursing	3
NURS 654	Acute Care of Adults	3
NURS 656	Care of Chronic Illness in Adults	3
NURS 674	Care of Women and Pediatric Populations	3
NURS 675	FNP Clinical I	2
NURS 676	FNP Advanced Clinical Topics	2
NURS 677	FNP Clinical II	4
NURS 689	FNP Clinical Synthesis	1-6
NURS 690	Advanced Professional Role	2

Note: NURS 689: Take 6 hours

GEOGRAPHY EDUCATION GRADUATE CERTIFICATE PROGRAM (NON-DEGREE)

College of Humanities and Social Sciences

The certificate provides K-12 in-service teachers with a graduate-level foundation of the geography discipline. The first three courses are offered in a 2-week summer institute, followed by a capstone course offered online. Geography 520 is offered for any of the subfields in geography and is repeatable. Teachers develop publishable instructional units from the concepts presented in the courses and conduct professional development workshops for colleagues. Applications are limited to teachers with current full-time teaching contracts.

CERTIFICATE REQUIREMENTS — 12 CREDITS

Required Credits — 12 hours

GEOG 513	Professional Renewal	1-3
GEOG 520	Topics in Systematic Geography	3
GEOG 592	Field Course in Geography	1-6

GEOG 520: Take 2 times under different subtitles

GIFTED EDUCATION GRADUATE CERTIFICATE PROGRAM (NON-DEGREE, NON-ENDORSEMENT)

College of Education and Behavioral Sciences

This four-course certificate program is designed for K-12 teachers who want to learn more about characteristics and needs of students who are identified as needing gifted education services and programming. Teachers will complete the program with a foundation in gifted education that better prepares them to meet the needs of a wide variety of learners. In addition, teachers will learn research-based instructional strategies and will be required

to work directly with students to apply the knowledge and skills learned in the courses.

CERTIFICATE REQUIREMENTS — 12 CREDITS

Required Credits — 12 credits

EDSE 664	Diversity in Gifted Education	3
EDSE 683	Nature and Needs of Gifted Learners	3
EDSE 685	Differentiated Curriculum and Instruction for Gifted Learners	3
EDSE 686	Social and Emotional Needs of Gifted Learners	3

MATHEMATICS GRADUATE CERTIFICATE

College of Natural and Health Sciences

The certificate provides individuals with a broad background in mathematics at the graduate level.

The certificate is designed for those individuals who need 18 credit hours in graduate mathematics to meet the Higher Learning Commission's credential requirement for teaching undergraduate mathematics courses.

Admission Requirements

At least 24 hours of undergraduate mathematics coursework at the level of Calculus I or above with at least a 2.8 GPA.

CERTIFICATE REQUIREMENTS — 18 CREDITS

Required Credits — 9 hours

Three of the following four courses (to total 9 credits):

MATH 534	Continuous Mathematics	3
MATH 543	Modern Geometry	3
MATH 550	Applied Probability and Statistics	3
MATH 591	Abstract Algebra and Number Theory	3

Elective Credits — 9 hours

Nine additional credit hours of graduate level (500 or above) mathematics courses. These may include the fourth course from the list of required courses. Five hundred level courses are the most suitable, and recommended courses include:

MATH 520	Functions and Equations	3
MATH 528	Discrete Mathematics	3
MATH 529	Mathematical Problem Solving	3
MATH 537	Mathematical Modeling	3
MATH 564	History of Mathematics	3
MATH 595	Topics in Mathematics	1-3

MATHEMATICS TEACHER LEADERSHIP GRADUATE CERTIFICATE (NON-DEGREE)

College of Natural and Health Sciences

The courses for this certificate provide K-12 in-service mathematics teachers the opportunity to develop the knowledge, skills and dispositions to take leadership for improving K-12 mathematics education. The coursework supports teachers in learning 1) how to work with other teachers through coaching and professional development, 2) about the role of culture in mathematics, teaching, learning and leadership, 3) how to support the development of teachers' mathematics content knowledge and 4) how to negotiate and lead change and manage conflict.

Prerequisites: Must be an in-service, credentialed K-12 math teacher or math teacher leader.

CERTIFICATE REQUIREMENTS — 18 CREDITS

Three of the following (9 credits):

MED 680	Teaching Math for Understanding I	3
MED 681	Teaching Math for Understanding II	3
MED 682	Implementing Mathematics Curriculum	3
MED 684	Mathematics Coaching	3

Take one of the following combinations (6 hours):

MED 685	Math Teacher Leadership I	2
MED 686	Math Teacher Leadership II	2
MED 687	Math Teacher Leadership III	2

OR

MED 685	Math Teacher Leadership I	2
MED 687	Math Teacher Leadership III	2
MED 688	Math Teacher Leadership IV	2

Three of the following (3 hours):

MED 683	Seminar in Equity and Diversity Issues in Mathematics Education	1-3
	Subtitle: Exploring the role of gender in mathematics education	
	Subtitle: Exploring the role of identity and agency in mathematics education	
	Subtitle: Exploring the role of race in mathematics education	
	Subtitle: Exploring the role of socio-economic status in mathematics education	

MED 683: Repeatable under different subtitles

MEXICAN AMERICAN STUDIES GRADUATE CERTIFICATE PROGRAM (NON-DEGREE)

College of Humanities and Social Sciences

The 12-credit hour Graduate Certificate in Mexican American Studies focuses on the development of knowledge and understanding of the Mexican American experience in the United States. This is an interdisciplinary program that combines culture with history, literature and theory. This certificate program prepares graduate students in:

- Knowledge of Mexican American experience in the United States
- Cultural competency
- Research and multimedia educational tools

CERTIFICATE REQUIREMENTS — 12 CREDITS

Required Courses — 12 credits

Select 12 hours from the courses below for the Graduate Certificate.

MAS 510	Studies in Mexican American History and Culture	3
MAS 520	Chicana/o Civil Rights Movement	3
MAS 530	Studies in Mexican American Literature	3
MAS 546	Chicana/o Theory	3
MAS 560	Narco Corrido and Mexican Folk Culture	3
MAS 630	Globalization and Transnationalism	3
MAS 650	Research Methods in Mexican American Studies	3

Program Note

No more than 3 graduate credits may be transferred into the Graduate Certificate program.

MEXICAN AMERICAN STUDIES ADVANCED GRADUATE CERTIFICATE PROGRAM (NON-DEGREE)

College of Humanities and Social Sciences

The 18-credit hour Advanced Graduate certificate in Mexican American Studies is specifically designed for those with teacher licensure to prepare them to teach Mexican American Studies and who plan to teach dual enrolled courses both at the high school and community college levels. The Advanced Graduate Certificate in Mexican American Studies includes hybrid and online coursework and will provide graduate students with:

- Knowledge of Mexican American experience in the United States

- Cultural competency
- Pedagogical student centered learning methods
- Research and multimedia educational tools

The 18 hours required for the Advanced Graduate Certificate are necessary for teaching dual enrolled courses in Colorado high schools as well as teaching Mexican American Studies at the community college level.

CERTIFICATE REQUIREMENTS — 18 CREDITS

Required Credits — 3 credits

MAS 680	Pedagogy - Teaching Mexican American Studies	3
---------	--	---

Elective Credits — 15 credits

Select 15 hours from the courses below from the Advanced Graduate Certificate.

MAS 510	Studies in Mexican American History and Culture	3
MAS 520	Chicana/o Civil Rights Movement	3
MAS 530	Studies in Mexican American Literature	3
MAS 546	Chicana/o Theory	3
MAS 560	Narco Corrido and Mexican Folk Culture	3
MAS 630	Globalization and Transnationalism	3
MAS 650	Research Methods in Mexican American Studies	3

Program Note

No more than 6 graduate credits may be transferred into the Graduate Certificate program.

MUSIC PERFORMANCE GRADUATE CERTIFICATE PROGRAM (NON-DEGREE)

College of Performing and Visual Arts

The Graduate Certificate in Performance is a two-semester post-baccalaureate course of study designed for advanced, non-degree seeking students wishing to pursue intense and concentrated musical study in violin, viola, violoncello, double bass, guitar, mandolin, banjo, flute, clarinet, oboe, bassoon, saxophone, horn, trumpet, tenor trombone, bass trombone, euphonium, tuba, percussion, piano, voice, or opera performance at the graduate level. Prerequisite for admission is a bachelor's degree or an equivalent diploma. Applicants whose first language is not English must prove acceptable English language ability before being granted Regular Admission. They may do so by submitting TOEFL, PTE, or IELTS test scores. International students may enroll in English courses in addition to the 12 credit-hour requirement. Applicants who successfully graduate from level 7 of UNC's Intensive English Program may be eligible for Regular Admission. Applicants who have received a bachelor's or master's degree from a US

Institution do not need to submit language scores. All students are required to be enrolled in an appropriate health insurance plan.

Major programmatic emphasis is placed on the development of solo and ensemble skills. A residency of two semesters (summers excluded) at the University of Northern Colorado is required with 12 total hours of earned credit in music courses. Students must maintain a 3.0 grade point average and show satisfactory performance at juried performance examinations each semester. Students entering the program are required to develop specific goals for the course of study in consultation with the assigned advisor. These might include preparation for solo competitions, preparation for orchestra auditions, preparation for entrance into a graduate program, or similar related goals.

CERTIFICATE REQUIREMENTS — 12 CREDITS

The student will enroll in the following courses each semester:

String students (violin, viola, cello, double bass)

MUS 673	Individual Instruction in Strings, Harp or Guitar	2
MUS 630	Small Ensembles and Chamber Music	1
MUS 667	University Symphony Orchestra	1

MUS 673: Take 4 credits total (2 credits each semester)

MUS 630: Take 2 credits total (1 credit each semester)

MUS 667: Take 2 credits total (1 credit each semester)

MUS electives: Take 4 credits total (2 credits each semester)

Choose two credits of music electives each semester in consultation with assigned advisor.

Woodwind students (flute, clarinet, oboe, bassoon, saxophone)

MUS 674	Individual Instruction in Woodwinds	2
MUS 630	Small Ensembles and Chamber Music	1

Choose one of the following (Determined by audition)

MUS 667	University Symphony Orchestra	1
MUS 691	Wind Ensemble	1

MUS 674: Take 4 credits total (2 credits each semester)

MUS 667 or MUS 691: Take 2 credits total (1 credit each semester)

MUS 630: Take 2 credits total (1 credit each semester)

MUS electives: Take 4 credits total (2 credits each semester)

Choose two credits of music electives each semester in consultation with assigned advisor.

Brass and percussion students (trumpet, horn, tenor trombone, bass trombone, euphonium, tuba, and percussion)

MUS 675	Individual Instruction in Brass or Percussion	2
---------	---	---

And choose one of the following (Determined by audition)

MUS 667	University Symphony Orchestra	1
MUS 690	Symphonic Band	1
MUS 691	Wind Ensemble	1

MUS 675: Take 4 credits total (2 credits each semester)

MUS 667 or MUS 690 or MUS 691: Take 2 credits total (1 credit each semester)

MUS electives: Take 6 credits total (3 credits each semester)

Choose three credits of music electives each semester in consultation with assigned advisor.

Piano students

MUS 671	Individual Instruction in Piano	2
MUS 630	Small Ensembles and Chamber Music	1

MUS 671: Take 4 credits total (2 credits each semester)

MUS 630: Take 2 credits total (1 credit each semester)

MUS electives: Take 6 credits total (3 credits each semester)

Choose three credits of music electives each semester in consultation with assigned advisor.

Voice Students (Early music, Oratorio, and Art Song)

MUS 670	Individual Instruction in Voice	2
MUS 628	UNC Early Music Ensemble	1

MUS 670: Take 4 credits total (2 credits each semester)

MUS 628: Take 2 credits total (1 credit each semester)

Take 6 credits total (3 credits each semester) - choose three credits each semester from the following courses in consultation with assigned advisor:

MUS 536	German Art Song	2
MUS 538	French/Italian Art Song	2
MUS 539	British/American Art Song	2
MUS 561	Vocal Coaching for Singers	1
MUS 630	Small Ensembles and Chamber Music	1
MUS 685	Performance in Opera Theatre	1
MUS 686	Scene Studies in Opera	1

* MUS 536, MUS 538 and MUS 539 include an academic element. Enrollment eligibility is based on language scores.

Opera Performance Students

MUS 670	Individual Instruction in Voice	2
MUS 685	Performance in Opera Theatre	1

MUS 670: Take 4 credits total (2 credits each semester)

MUS 685: Take 2 credits total (1 credit each semester)

Take 6 credits total (3 credits each semester) - choose three credits each semester from the following courses in consultation with assigned advisor:

MUS 560	Opera Directing Seminar	1-3
MUS 561	Vocal Coaching for Singers	1
MUS 605	English Diction	1
MUS 606	German Diction	1
MUS 607	French Diction	1
MUS 608	Italian Diction	1
MUS 628	UNC Early Music Ensemble	1
MUS 686	Scene Studies in Opera	1

Folk and Bluegrass Students

MUS 630	Small Ensembles and Chamber Music	1
MUS 654	UNC Alternative Styles Ensemble	1
MUS 672	Individual Instruction in Folk and Bluegrass	2
	MUS Elective	4

MUS 630: Take 2 credits total (1 credit each semester)

MUS 654: Take 2 credits total (1 credit each semester)

MUS 675: Take 4 credits total (2 credits each semester)

MUS electives: Take 4 credits total (2 credits each semester)

Choose two credits of music electives each semester in consultation with assigned advisor.

Jazz Students - Instrumental

MUS 621	Small Jazz Ensembles	1
MUS 625	Jazz Ensembles	1
MUS 636	Individual Instruction in Jazz	2

MUS 636: Take 4 credits total (2 credits each semester)

MUS 625: Take 2 credits total (1 credit each semester)

MUS 621: Take 2 credits total (1 credit each semester)

MUS electives: Take 4 credits total (2 credits each semester)

Choose two credits of music electives each semester in consultation with assigned advisor.

Jazz Students - Vocal

MUS 636	Individual Instruction in Jazz	2
MUS 624	Vocal Jazz Ensembles	1

MUS 636: Take 4 credits total (2 credits each semester)

MUS 624: Take 2 credits total (1 credit each semester)

MUS electives: Take 6 credits total (3 credits each semester)

Choose three credits of music electives each semester in consultation with assigned advisor.

Application Requirements:

- Two letters of recommendation
- Official transcripts
- Live in person audition, or by video recording with an interview by phone or video conference. Audition selections should consist of 20 minutes of representative repertoire.
- \$60 non-refundable application fee
- International students must submit a letter of financial support

Continuation of Graduate Studies at UNC:

Although acceptance into the Graduate Certificate in Performance program does not automatically constitute admission to the Graduate School, certificate students may apply to continue their studies in an MM or DA program at UNC. A maximum of nine credits may be transferred upon petition to graduate degree programs in the School of Music.

NURSING EDUCATION GRADUATE CERTIFICATE PROGRAM (NON-DEGREE)

College of Natural and Health Sciences

The Certificate in Nursing Education is designed to provide master's and doctorate-prepared nurses with advanced knowledge in nursing education. The courses are all online; at least 9 credit hours of graduate level course work in nursing education or approved related courses from UNC are completed to earn the certificate. At least six credits must be taken in the School of Nursing. Selection of courses is tailored to meet student needs. Students must complete each course with a grade of "B" or better.

Applicants must have a master's in nursing and have/maintain an unencumbered RN license. Application materials are available on the UNC School of Nursing home page at <http://www.unco.edu/nhs/nursing>. If not currently enrolled in a nursing program at UNC, students must be admitted by the Graduate School and by the School of Nursing before enrolling in courses. Completed applications are submitted electronically and will be considered on an open schedule.

CERTIFICATE REQUIREMENTS — 9 CREDITS

Take a minimum of three of the following courses:

NURS 631	Teaching Strategies for Practice and Academic Settings	3
	or	
NURS 741	Evidence-Based Teaching	3

NURS 679	Technology in Healthcare Education	3
NURS 760	Advanced Nursing Curriculum Design and Program Evaluation	3
NURS 780	The Professorial Role in Nursing Education	3
PSY 681	Learning and Instruction	3

TEACHER LEADERSHIP GRADUATE CERTIFICATE PROGRAM (NON-DEGREE)

College of Education and Behavioral Sciences

The Teacher Leadership Certificate is a 16 credit program designed to support teachers' efforts to improve teaching and learning in schools. Participants will take four courses organized to broaden their perspectives of leadership and how it functions within a school setting. Additionally, participants will develop leadership strategies and capacities to engage in collaborative leadership with peers, community and administrators.

Target participants for this effort will be practicing teachers (P-12) interested in site-based leadership activities focused on improving teaching and learning.

The delivery model for this certificate program will be an on-line, cohort-based structure with a design that allows peer exchange and collaborative planning among participants sharing interests and instructional goals.

The certificate program will be completed over one academic year sequence.

CERTIFICATE REQUIREMENTS — 16 CREDITS

Core Courses — 12 hours

ELPS 601	Leadership Development Through Inquiry	3
ELPS 603	Shaping Organizations: Management and Leadership in Education	3
ELPS 604	Understanding People: Professional Development and Educational Leadership	3
ELPS 654	Instructional Leadership and Supervision	3

Internship — 4 hours

ELPS 606	Internship in Educational Leadership	1-9
----------	--------------------------------------	-----

ELPS 606: Take one credit of Internship with each Core course above for a total of 4 hours.

TEACHING CHINESE AS A SECOND LANGUAGE (CSL) GRADUATE CERTIFICATE

College of Education and Behavioral Sciences

Admissions Requirements:

In order to have the certificate notation applied to a student's transcript, the student must apply for admission to the certificate program through the Graduate School.

- An earned Bachelor's degree from an accredited institution;
- GPA of 3.0 or better, on a 4.00 point scale, from the most recent degree earned or current degree in progress.
- TOEFL for international students: 80; or CIE assessment;
- Chinese language proficiency evidence by:
 - Native speaker of Chinese; or
 - A degree related to Chinese language and culture; or
 - Passing score of state recognized test: Praxis, NES

CERTIFICATE REQUIREMENTS — 15 CREDITS

Requirements

ECLD 541	Methods of Language Teaching in Multilingual Settings	3
ECLD 592	Second Language Acquisition Theory	3
ECLD 594	Foundations of Language and Linguistics for ESL/Bilingual Educators	3
ECLD 605	Seminar in Multilingual Teaching and Learning	3
EDFE 501	Practicum	1-4
	or	
	Appropriate elective approved by the program coordinator/advisor	3

Program Note

A "B-" grade or above in each of the course and an overall GPA of 3.00 or above must be achieved to earn the CSL Teaching Certificate.

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) GRADUATE CERTIFICATE

College of Education and Behavioral Sciences

The Teaching English to Speakers of Other Languages (TESOL) Graduate Certificate is a 16 credit program designed to provide preparation to those interested in teaching English as a Foreign Language (EFL) in international settings, or teaching English as Second

Language (ESL) in non K-12 (adult education) domestic settings. Participants will take five courses, with an experiential component, organized to prepare students at the graduate level for teaching in settings where disposition and skills are needed to work with diverse populations in a rapidly changing world. The program is not associated with any K-12 teaching license.

Admission Requirements:

For admittance to the certificate program, students should be successfully admitted to the University as a degree or non-degree seeking graduate student, including:

- An earned Bachelor's degree from an accredited institution;
- GPA of 3.00 or better, on a 4.00 point scale, from the most recent degree earned or current degree in progress;
- *International applicants must submit one of the following qualifying English proficiency scores: TOEFL 80; IELTS 6.5 to meet the English proficiency requirements established by the Graduate School and International Admissions.*

Prerequisite: Enrollment as a degree or non-degree seeking graduate student at UNC.

CERTIFICATE REQUIREMENTS — 13 CREDITS

Take all of the following courses:

ECLD 510	Practices in ESL/EFL Instruction and Assessment	3
ECLD 523	Academic Language/Literacy Development for Diverse Learners in School Settings	3
ECLD 592	Second Language Acquisition Theory	3
ECLD 594	Foundations of Language and Linguistics for ESL/Bilingual Educators	3
EDFE 501	Practicum	1-4

Program Note

A "B-" grade or above in each of the courses and an overall GPA of 3.00 or above must be achieved to earn the TESOL Certificate.

TEACHING STUDENTS WITH AUTISM (TSA) GRADUATE CERTIFICATE PROGRAM (NON-DEGREE)

College of Education and Behavioral Sciences

This certificate program was designed to increase the knowledge school-based personnel have when teaching students with autism. It is a 4-course online series designed to prepare teachers and related service providers e.g., speech Therapists, Occupational Therapist, School

Psychologist) to deliver instruction to students with autism using scientifically-based strategies. Using the current research literature, these online courses were developed to determine the content and sequence of the courses.

Participants engage in a variety of learning opportunities throughout the courses including video enhanced learning modules and technology enhanced discussions. Curriculum includes an overview of autism and teaching strategies, administering and interpreting classroom-based assessments for instructional planning, applying scientifically-based teaching strategies to increase academic achievement, increasing communication, sensory, and social skills, and addressing behavioral challenges for students with autism.

While enrolled in the classes the participant must work with at least one pre K-12 grade student with autism or severe disabilities. In order to successfully complete the classes/program, participants must complete assignments by applying the knowledge learned to an aspect of the student's program (e.g., schedule, curriculum, programming) and demonstrating mastery of the concepts. To be awarded the Teaching Students with Autism Certificate, participants must pass each class with a grade of B- or better.

CERTIFICATE REQUIREMENTS — 12 CREDITS

Required Credits — 12 credits

EDSE 678	Strategies for Students with Autism/Significant Needs	3
EDSE 624	Communication, Sensory, and Social Skills Strategies for Working with Students with Autism	3
EDSE 625	Applied Behavior Analysis for Teachers	3
EDSE 626	Instructional and Behavioral Interventions for Students on the Autism Spectrum	3

Teacher Licensure Programs

Teacher licensure programs are either attached to an undergraduate major (See Undergraduate Teacher Licensure Programs, in the University of Northern Colorado Undergraduate catalog), or are stand-alone post-baccalaureate graduate programs described below. They are approved by the Colorado Department of Education and the Colorado Department of Higher Education. These programs include initial recommendation for endorsement for teacher licensure to the Colorado Department of Education. Individuals who already possess a Colorado license and are wishing to add an additional endorsement should refer to the Graduate Added Endorsement Licensure Programs.

A teacher license is a right to teach in Colorado public schools, and an endorsement is the right to teach in a specific area (for example, in an elementary classroom or a secondary social studies classroom). Licensure programs at UNC are called PTEP- Professional Teacher Education Programs. Most licensure programs are administered by the School of Teacher Education, www.unco.edu/teach, unless otherwise noted. UNC Licensure Officer Charles R. Warren, Ph.D., NBCT, is located in the Dean's Office, McKee 126, 970-351-2653, charles.warren@unco.edu.

In this Section

- Early Childhood Special Education Endorsement (Ages 0-8 yrs) (p. 186)
- See K-12 Education, Post Baccalaureate Licensure (K-12) programs in the Undergraduate Catalog

Special Licensure

- School Orientation and Mobility (O&M) Endorsement (Ages 0-21 yrs) (p. 189)

Administration

- Administrator (p. 185)
- Director of Gifted Education Endorsement (p. 186)
- Special Education Director (p. 189)
- Principal (K-12) (p. 188)

Added Endorsement

- Culturally and Linguistically Diverse Bilingual Education Specialist (K-12) (p. 185)
- Culturally and Linguistically Diverse Education Endorsement (K-12) (p. 186)
- Gifted Education Core Endorsement (Ages 4-21) (p. 187)
- Gifted Education Specialist Endorsement (Ages 4-21) (p. 187)
- Reading Specialist (K-12) (p. 188)
- Special Education Generalist Endorsement (Ages 5-21 yrs) (p. 190)

ADMINISTRATOR

College of Education and Behavioral Sciences

The Administrator Licensure Program in the Program of Educational Leadership and Policy Studies provides opportunities for candidates to acquire the knowledge and skills needed for the day-to-day demands of the administrative positions that provide leadership for family-school-community efforts to improve education. The program not only provides opportunities for students to develop an in-depth understanding of district office roles and responsibilities, but also develops a breadth of understanding of leadership, policy development, local school governance, and contemporary educational issues.

Entering students who already possess a master's degree in Educational Leadership or a Principal License (or equivalent) need a minimum of 18 semester hours of graduate coursework and an internship (3 hours). The Administrator License requires completion of the leadership core (Please see "Leadership Core — 12 hours (p. 188)") as a prerequisite for endorsement for the Administrator License. These core learning experiences may be satisfied by equivalent prior learning experiences.

This total 21 credit hour requirement is a minimum expectation for program completion. Required courses, however, may be waived by the division if a student has taken an equivalent graduate course within the previous eight (8) years or can demonstrate the knowledge and skills for a Colorado Administrator License (see Standards for School Administrators in Colorado).

See "Administrators' Licensure (Non-Degree) Requirements (p. 198)"

LICENSURE REQUIREMENTS — 21 CREDITS

Required Credits — 21 hours (minimum)

ELPS 606	Internship in Educational Leadership	1-9
ELPS 654	Instructional Leadership and Supervision	3
ELPS 660	Law and the Administrator	3
ELPS 665	Policy Analysis and Development	3
ELPS 667	Leadership at the District Level	3

ELPS 606: minimum 2 hours at central office and 1 hour with other agencies.

Take the following course:

ELPS 650	School Finance and Budgeting	3
----------	------------------------------	---

Select one of the following two courses:

PSY 674	Measurement I: Classical Test Theory	3
SRM 670	Evaluation: Models and Designs	3

Program Notes

Teacher education and educator preparation licensure programs do not accept Professional Teacher Education Program (PTEP) or field based courses that are more than ten years old. PLEASE NOTE: Teacher Candidates have the right to petition this policy at the discretion of the program coordinator.

CULTURALLY AND LINGUISTICALLY DIVERSE (CLD) BILINGUAL EDUCATION SPECIALIST (K-12)

Pending final approval from the Colorado Commission of Higher Education (CCHE) (please reference the online catalog at catalog.unco.edu for updates).

College of Education and Behavioral Sciences

This program is for any languages recognized by CDE for bilingual education.

The Culturally and Linguistically Diverse (CLD) Bilingual Education Specialist Endorsement leads to a Colorado state recognized endorsement in CLD Bilingual Education. The program is designed for any licensed teachers or students enrolled in a teacher licensure program. Students will acquire second language acquisition knowledge and pedagogy skills, skills to teach bilingually in a bilingual education setting.

Admission requirement:

1. Language Proficiency in any languages recognized by the CDE for bilingual education (Spanish, German, French, Chinese, Japanese, Russian) as evidenced by:
 - a. Passing score in praxis and OPI Language Testing International for the chosen language; or
 - b. A degree in the chosen language
2. Applicant must be:
 - a. A licensed teacher; or
 - b. A student enrolled in a teacher licensure program.

REQUIREMENTS — 24 CREDITS

Required Credits

ECLD 504	Field Experience in Culturally & Linguistically Diverse Education	3
ECLD 523	Academic Language/Literacy Development for Diverse Learners in School Settings	3
ECLD 541	Methods of Language Teaching in Multilingual Settings	3
ECLD 592	Second Language Acquisition Theory	3
ECLD 594	Foundations of Language and Linguistics for ESL/Bilingual Educators	3

ECLD 602	Teaching Culturally Linguistically Diverse and Bilingual Learners	3
ECLD 611	CLD Methods and Assessment I	3
ECLD 612	CLD Methods and Assessment II	3

CULTURALLY AND LINGUISTICALLY DIVERSE EDUCATION ENDORSEMENT (K-12)

College of Education and Behavioral Sciences

The graduate Culturally and Linguistically Diverse Education endorsement (K-12) program was created to prepare teachers to serve the growing number of English language learners in their classrooms, and to address the critical shortage of teachers who are eligible to apply for the Colorado CLD Education endorsement so that they can effectively educate students who are learning English as a new language. The CLD endorsement program requires the completion of 24 semester hours. Requirements for the program include: Admission to the Graduate School; and teaching licensure or enrollment in a teacher preparation program. Evidence of second language learning experience needs to be demonstrated for completion of this program.

REQUIREMENTS — 24 CREDITS

Required Credits — 24 hours

ECLD 504	Field Experience in Culturally & Linguistically Diverse Education	3
ECLD 523	Academic Language/Literacy Development for Diverse Learners in School Settings	3
ECLD 592	Second Language Acquisition Theory	3
ECLD 593	Language, School and Society	3
ECLD 594	Foundations of Language and Linguistics for ESL/Bilingual Educators	3
ECLD 602	Teaching Culturally Linguistically Diverse and Bilingual Learners	3
ECLD 611	CLD Methods and Assessment I	3
ECLD 612	CLD Methods and Assessment II	3

Program Notes

For UNC graduates with the following courses:

- EDEL 250/EDEC 250, TESL 350/ECLD 360, and EDEL 455/ECLD 455 or EDRD 340/ECLD 340, with a grade at C+ or above,

The following courses will be waived towards this CLD Endorsement:

- EDEL 250/EDEC 250 for waiving ECLD 602;
- TESL 350/ECLD 360 for waiving ECLD 592;
- EDEL 455/ECLD 455 or EDRD 340/ECLD 340 for waiving ECLD 523.

DIRECTOR OF GIFTED EDUCATION ENDORSEMENT

College of Education and Behavioral Sciences

The Director of Gifted Education endorsement program is designed to prepare students to become gifted education administrators. The endorsement is a post-master's licensure, and all students must have completed a master's degree at an accredited institution. Students are admitted to the program if they meet the admission requirements of the Graduate School, are teacher or special service provider licensed, and have completed two years of successful teaching experience or the equivalent. In addition to the admission requirements, a student must hold or be eligible for Colorado's Specialist in Gifted Education endorsement or the equivalent.

The course of study is a highly individualized program based on the background of the student and is designed to provide a broad knowledge base in all areas of gifted education. Depending upon the licensure of the student, a program is designed to provide an in-depth knowledge of the field of gifted education, emphasizing the wide variety of children with gifted education needs with regard to delivery systems, evaluation, programming, identification, finance, law, policy, and regulations.

ENDORSEMENT REQUIREMENTS — 27-36 CREDITS

Required Major Credits — 9 hours

EDSE 683	Nature and Needs of Gifted Learners	3
EDSE 685	Differentiated Curriculum and Instruction for Gifted Learners	3
EDSE 686	Social and Emotional Needs of Gifted Learners	3

Gifted Education Administration — 18-27 hours

EDSE 667	Administration and Supervision of Gifted Education	3
EDSE 668	Administrative Planning and Program Evaluation in Gifted Education	3
EDSE 669	Externship in Gifted Education Administration	1-12
ELPS 650	School Finance and Budgeting	3
ELPS 654	Instructional Leadership and Supervision	3
ELPS 660	Law and the Administrator	3

Note: EDSE 669: Take a minimum of 3 hours, consult with advisor.

EARLY CHILDHOOD SPECIAL EDUCATION ENDORSEMENT (AGES 0-8 YRS)

College of Education and Behavioral Sciences

The graduate level endorsement program for the Early Childhood Special Education (ECSE) is designed to prepare outstanding early childhood special education educators to meet the unique educational needs of children from birth through age 8. This program is designed to develop a range of specialized skills for individuals who work in classrooms and community-based settings with children who have identified disabilities or are at-risk and their families. The program leads to recommendation for Colorado Department of Education's ECSE Generalist Teaching License/endorsement, and ECSE Specialist endorsement. In addition, the students will receive a recommendation for Large Child Care Center Director Qualification through the Colorado Department of Human Services. The program consists of the required courses and practicum requirements agreed upon by the student and advisor. If a student enters the endorsement program for ECSE without a current teacher licensure, the student is required to complete additional admission requirements and course requirements listed under Professional Teacher Education.

ENDORSEMENT REQUIREMENTS — 33 CREDITS

Required Credits — 33 hours

EDSE 510	Foundations of Special Education	3
EDSE 511	Content Accessibility for CLD and Students with Identified Needs	3
EDSE 512	Assessment, IEP Development and Instructional Planning	3
EDSE 530	Family/Professional Partnerships	3
EDSE 531	Assessment and Planning in Early Childhood Special Education	3
EDSE 532	Typical and Atypical Early Child Development: Application to Early Childhood Special Education	3
EDSE 533	Curriculum and Instruction in Early Childhood Special Education	3
EDSE 534	Research, Policy, and Advocacy in Early Childhood Special Education	3
EDSE 537	Practicum in EC/ESCE: Infants and Toddlers	2
EDSE 538	Practicum in EC/ECSE: 3-5 years	2
EDSE 539	Practicum in EC/ECSE: 5-8 years	2
EDSE 616	Scientific Based Literacy Interventions	3

Elective Courses:

Elective courses may be taken for the Applied Behavior Analysis Certificate Program, the Autism Certificate Program or courses with advisor approval up to 12 credits.

GIFTED EDUCATION CORE ENDORSEMENT (AGES 4-21)

College of Education and Behavioral Sciences

The Gifted Education Core Endorsement graduate program prepares teachers at the elementary and secondary level to work with gifted and talented students in order to help them develop their full potential. Successful completion of this program will allow teachers with a Colorado teaching license to add the Gifted Education Core Endorsement to their current licenses. Students are required to pass the approved Praxis exam prior to adding the endorsement. The program consists of the required courses and practicum requirements agreed upon by the student and advisor.

REQUIREMENTS — 24 CREDITS

Required Credits - 24 hours

EDSE 664	Diversity in Gifted Education	3
EDSE 683	Nature and Needs of Gifted Learners	3
EDSE 684	Assessment and Identification in Gifted Education	3
EDSE 685	Differentiated Curriculum and Instruction for Gifted Learners	3
EDSE 686	Social and Emotional Needs of Gifted Learners	3
EDSE 687	Program Strategies and Services for Gifted Learners	3
EDSE 688	Communication, Collaboration, and Leadership in Gifted Education	3
EDSE 691	Practicum in Teaching Gifted Learners	1-12

EDSE 691: Take 3 hours - Number of hours determined by advisor based on candidates' prior background and experiences in gifted education.

GIFTED EDUCATION SPECIALIST ENDORSEMENT (AGES 4-21)

College of Education and Behavioral Sciences

The Gifted Education Specialist Endorsement MA program prepares teachers at the elementary and secondary level to work with gifted and talented students in order to help them develop their full potential. This program also prepares educators to serve as building- or district-level gifted education coordinators. Successful completion of this program will allow teachers with a Colorado teaching license to add the Gifted Education Specialist Endorsement to their current licenses. Students are required to pass the approved Praxis exam prior to adding the endorsement. The program consists of the required courses and practicum requirements agreed upon by the student and advisor.

ENDORSEMENT REQUIREMENTS — 33 CREDITS**Required Major Core Credits — 3 hours**

SRM 600 Introduction to Graduate Research 3

Concentration Requirements — 30 hours

EDSE 664 Diversity in Gifted Education 3

EDSE 665 Advocacy in Gifted Education 3

EDSE 683 Nature and Needs of Gifted Learners 3

EDSE 684 Assessment and Identification in Gifted Education 3

EDSE 685 Differentiated Curriculum and Instruction for Gifted Learners 3

EDSE 686 Social and Emotional Needs of Gifted Learners 3

EDSE 687 Program Strategies and Services for Gifted Learners 3

EDSE 688 Communication, Collaboration, and Leadership in Gifted Education 3

EDSE 690 Action Research and Reflective Practice in Gifted Education 3

EDSE 691 Practicum in Teaching Gifted Learners 1-12

EDSE 691: Take 3 hours - Number of hours determined by advisor based on candidate's prior background and experience in gifted education.

PRINCIPAL (K-12)**College of Education and Behavioral Sciences**

The principals' licensure program provides opportunities to acquire knowledge about leadership in P-12 educational settings. The program is designed according to the Standards for Principals through the Colorado Department of Education and State Board of Education. Program requirements include 27 semester hours of coursework including a field experience.

See "Principals' Licensure (Non-Degree) (p. 199)"

REQUIREMENTS — 27 CREDITS**Leadership Core — 12 hours**

ELPS 601 Leadership Development Through Inquiry 3

ELPS 603 Shaping Organizations: Management and Leadership in Education 3

ELPS 604 Understanding People: Professional Development and Educational Leadership 3

ELPS 605 External Environments: Social, Political, and Economic Influences in Educational Leadership 3

Additional Requirements — 15 hours minimum

ELPS 606 Internship in Educational Leadership 1-9

ELPS 654 Instructional Leadership and Supervision 3

ELPS 660 Law and the Administrator 3

ELPS 670 The Principalship: Leadership at the School Site Level 3

READING SPECIALIST (K-12)

This program is not currently accepting applications for admission.

College of Education and Behavioral Sciences

The K-12 Reading Specialist endorsement is designed to prepare students to: 1) provide professional guidance and expertise to school and/or district literacy curriculum, instruction, and assessment programs; 2) develop and conduct in-service programs related to literacy teaching and learning; 3) team teach with classroom teachers; 4) serve as an in-class consultant, collaborator, and/or coach with classroom teachers; and 5) to provide professional guidance and expertise regarding the instructional needs of children with reading/literacy difficulties. As required by the State of Colorado, the K-12 Reading Specialist endorsement program is designed to be a sixth year graduate program of studies. Equivalent graduate courses may be waived by the student's assigned advisor. Most students entering the program will have a Master of Arts degree in Reading and/or a Reading Endorsement at the Elementary or Secondary level. Students in the K-12 Reading Specialist program are required to obtain the alternate endorsement in Reading.

K-12 Specialist:

To successfully complete the K-12 Reading Specialist academic program an applicant must:

- Have successfully completed graduate studies in the teaching of reading to qualify for Reading Teacher endorsement at both the elementary and secondary levels. An elementary or secondary Reading Teacher shall have completed preparation in reading at the level alternate to the initial Reading Teacher endorsement.
- Have completed all course requirements with a letter grade of "B" or better.
- Pass the Colorado PLACE Test for Reading Teacher endorsement.

ENDORSEMENT REQUIREMENTS — 56 CREDITS**Required Literacy Courses — 32 hours**

EDRD 612 Reading in the Elementary Schools 3

EDRD 614 Literature for Children, Adolescents and Young Adults 3

EDRD 617	Evaluation and Improvements of Literacy Teaching and Learning	4
EDRD 620	Reading in the Middle and Secondary Schools	3
EDRD 642	Teaching the Writing Process in Schools	3
EDRD 645	Reading Research	3
EDRD 670	Directing a School-Wide Reading/Literacy Program	3
EDRD 692	Clinical Practicum in Literacy Coaching	4

Select one of the following courses:**Select one of the following courses:**

EDRD 622	Directed Studies	1-3
----------	------------------	-----

EDRD 622: Content to be determined with Advisor

Required Support Courses — 24 hours

SRM 600	Introduction to Graduate Research	3
SRM 670	Evaluation: Models and Designs	3
ECLD 602	Teaching Culturally Linguistically Diverse and Bilingual Learners	3

Select one of the following courses:

EDEL 612	Elementary School Curriculum	3
EED 541	Methods for Teaching Composition in Secondary School	3

SCHOOL ORIENTATION AND MOBILITY (O&M) ENDORSEMENT (AGES 0-21YRS)**College of Education and Behavioral Sciences**

The orientation and mobility endorsement is designed to provide additional competencies for students completing their graduate licensure program in Special Education: Visual Impairment. Students must obtain faculty consent before enrolling in any mobility coursework. Students earning licensure in O&M through the Association for Education and Rehabilitation of Blind and Visually Impaired (ACVREP) must complete the following coursework in addition to the Visual Impairment program requirements.

ENDORSEMENT REQUIREMENTS — 15 CREDITS

EDSE 547	Individual Instruction in Orientation and Mobility	3
EDSE 647	Applied Methods in Orientation and Mobility	3
EDSE 648	Practicum in Orientation and Mobility	3-9

EDSE 648: Repeatable, maximum of 9 credits

SPECIAL EDUCATION DIRECTOR**College of Education and Behavioral Sciences**

The Special Education Administration endorsement program is designed to prepare students to become special education administrators. The endorsement is a post-master's licensure and all students must have completed a master's degree at an accredited institution. Students are admitted to the program if they meet the admission requirements of the Graduate School, are teacher or special service provider licensed and have completed three years of successful teaching experience or the equivalent. In addition to the admission requirements, a student must hold or be eligible for Colorado licensure as Special Education Generalist Teacher or the equivalent.

The course of study is a highly individualized program based on the background of the student and is designed to provide broad knowledge base for all areas of special education. Depending upon the licensure of the student, a program is designed to provide an in-depth knowledge of the field of special education, emphasizing the wide variety of children with special education needs with regard to delivery systems, evaluation, programming, identification, finance, law and due process.

LICENSURE REQUIREMENTS — 28-39 CREDITS**Required Major Credits — 28-39 hours**

EDSE 510	Foundations of Special Education	3
EDSE 511	Content Accessibility for CLD and Students with Identified Needs	3
EDSE 512	Assessment, IEP Development and Instructional Planning	3
Special Education Administration (22-33 hours)		
EDSE 680	Administration and Supervision of Special Education	3
EDSE 681	Administrative Planning and Program Evaluation in Special Education	3
EDSE 697	Externship in Special Education: Administration	1-12
EDSE 718	Advanced Seminar in Education of Students with Hearing and/or Visual Handicaps	3
ELPS 650	School Finance and Budgeting	3
ELPS 654	Instructional Leadership and Supervision	3
ELPS 660	Law and the Administrator	3

Program Note

Students wishing to obtain Colorado licensure in this area are required to pass proficiency examination(s). Students should contact the School of Special Education.

SPECIAL EDUCATION GENERALIST ENDORSEMENT (AGES 5-21 YRS)

College of Education and Behavioral Sciences

The graduate level endorsement program for preparing teachers to work with students with special education needs at K-12 levels is designed for individuals who have already completed an approved teacher licensure program in early childhood or elementary/secondary education, and/or who have master's degrees in education OR in an IDEA-designated related services profession. The candidate is required to pass the Special Education Core Knowledge and Application PRAXIS exam concurrent with completing courses and prior licensing. If the candidate does not already have an elementary teacher license, they are also required to pass the Elementary Education Multiple Subjects Praxis exam. The program consists of the required courses and practicum hours specified in the student's program of study, and agreed upon by the candidate. Candidates who have not completed requirements that satisfy eligibility for a valid Colorado teacher license must also complete an additional course requirement of EDSE 507.

ENDORSEMENT REQUIREMENTS — 24 CREDITS

Required Credits — 24 hours

EDSE 510	Foundations of Special Education	3
EDSE 511	Content Accessibility for CLD and Students with Identified Needs	3
EDSE 512	Assessment, IEP Development and Instructional Planning	3
	or	
EDSE 613	Applied Assessment	3
EDSE 614	Behavioral Interventions	3
EDSE 616	Scientifically Based Literacy Interventions	3
EDSE 617	Mathematics and Content Area Learning for Students with Disabilities	3
EDSE 618	Educating Students with Significant Support Needs	3
EDSE 619	Secondary Services	3

Internship Programs

DIETETIC INTERNSHIP (NON-DEGREE)

College of Natural and Health Sciences

The UNC Dietetic Internship is a distance education based, post-baccalaureate, non-degree, non-certificate program created to prepare post-baccalaureate students for careers in the dietetics professions. It is accredited by the Accreditation Council for Education Nutrition and Dietetics (ACEND), 120 South Riverside Plaza, Suite 2190, Chicago, IL 60606 (800-877-1600). Application to the program is through the Dietetic Internship Central Application System (DICAS) at <https://portal.dicas.org> and registration with the match system, D&D Digital (www.dndigital.com) is required. Please see UNC Dietetic Internship website (<https://www.unco.edu/nhs/nutrition-dietetics/>) for additional information on application process. Applicants must have completed a baccalaureate degree and obtained a Verification Statement of completion of the Didactic Program in Dietetics competencies from an ACEND- accredited program prior to beginning the Internship upon selection. Successful completion of the Dietetic Internship results in a Verification Statement of completion of the internship competencies making the graduate eligible to take the national credentialing examination to be a Registered Dietitian.

There are three primary practice areas: clinical, community and food service and are required of all interns in the program. In addition, there are two concentration areas to select from: Management in Dietetics and Nutrition Education and Counseling in Dietetics. There is a mandatory 3-day orientation period in Greeley, CO that provides the necessary information to begin. Approval of the supervised practice schedule by the Dietetic Internship Coordinator is required prior to enrolling in FND 592 and beginning the rotations.

PROGRAM REQUIREMENTS — 24 CREDITS

Required Credits - 24 Credits

FND 510	Foodservice Management	2
FND 512	Medical Nutrition Therapy Skills	2
FND 592	Dietetics Supervised Practice	1-10

FND 592: Students must complete 20 hours.

Other Graduate Degree Programs

INTERDISCIPLINARY STUDIES: GRADUATE INTERDISCIPLINARY DEGREE

The Graduate Interdisciplinary Degree Program (GIDP) is designed to be a rigorous, quality program providing the opportunity to qualified students to meet career goals by combining two or more disciplines into a single degree program. To ensure the quality of the program, a faculty member will be assigned from each discipline concerned to provide close supervision, participation, and coordination. It is imperative that the program be truly interdisciplinary and represents an integration of subject matter from each of the major disciplines. Programs that parallel other degree programs are not acceptable as interdisciplinary degree programs. Identification of two primary disciplines which will be combined in the proposed program. At least one of the primary disciplines listed must offer a program leading to the desired degree (i.e., MA, MAT, MM, MS, DA or EdD). Secondary disciplines may also be included.

Applicants for the GIDP are encouraged to consult with the Graduate School prior to submitting their applications. Applicants must follow the student administered application procedure. The complete application packet should include the following:

Interdisciplinary Admission Application

1. The degree application returned with the appropriate non-refundable application fee.
2. One official copy of the applicant's transcripts from all colleges or universities attended (except UNC).
3. If applying for a doctoral program, one official copy of the applicant's GRE General Test scores (not more than five years - 1,825 calendar days old) sent from Educational Testing Service to the Graduate School. A student copy of the GRE results will be accepted in the packet for processing to the program area for screening. NO admission will be granted until the official GRE report is received from Educational Testing Service.
4. Three letters of recommendation from appropriate professional sources attesting to the applicant's ability to pursue the intended graduate interdisciplinary program.
5. A detailed written statement of career goals and objectives and a rationale for pursuing the proposed interdisciplinary program. This must be a compelling statement clarifying why no single existing degree program could satisfy these goals.
6. Identification of two primary disciplines which will be combined in the proposed program. At least one of the primary disciplines listed must offer a program leading

to the desired degree, (i.e., MA, MAT, MM, MS, DA or EdD). Secondary disciplines may also be included.

7. A current resume that summarized academic and professional experiences, activities, publications, and other pertinent information.

Preliminary Review. The Graduate Interdisciplinary Degree Coordinating Committee, comprised of interdisciplinary coordinators from each college, conducts a mid-semester preliminary review of all complete applications from individuals who satisfy the minimum admission requirements of the Graduate School. Applicants who do not meet the minimum admission requirements of the Graduate School will be denied admission (see Admissions for admission standards for each degree level).

If the GIDP Committee finds the application to have merit, the Graduate School forwards the application materials to the appropriate GIDP Coordinator who contacts the disciplines for their evaluation and recommendation. If the GIDP Committee finds the application to lack merit or compelling rationale for interdisciplinary studies, the Graduate School notifies the applicant of the committee's concerns. Those applicants who receive such notification may resubmit their application materials after addressing the concerns of the GIDP Committee.

Upon receipt of the application materials from the Graduate School, the GIDP Coordinator and the faculty in the appropriate disciplines evaluate the application and recommend to the Graduate School that the applicant be granted or denied admission status. Each discipline recommending admission must designate an advisor and stipulate any additional academic requirements.

All disciplines included in the proposal must recommend admission and must designate graduate faculty advisors before the Graduate School confers admission status.

Program Criteria. The Plan of Study must meet the following criteria:

1. If the graduate faculty advisors determine a student has any course or degree deficiencies in their background, the proposal must list the course work necessary to alleviate those course or degree deficiencies. (Deficiency courses must be completed at the earliest possible date).
2. SRM 600 or one of the research-oriented substitute courses approved by the Graduate Council (master's) or a twelve (12) hour research core (doctoral) must be proposed. The proposal must also contain at least one additional research methods, statistics, or applied research courses (i.e., computer science, tests/measurements, etc.).
3. Secondary disciplines (divisions/schools) are defined as those disciplines in which nine (9) to eleven (11) semester hours of course work are proposed at the master's levels or those disciplines in which nine (9) to

fourteen (14) semester hours of course work are proposed at the doctoral level. If identified in the program proposal, these disciplines must assign an advisor and approve the selected course work.

4. Proposed courses must be offered with sufficient frequency to allow completion of the degree requirements within a reasonable amount of time, e.g., two years for a thirty (30) semester hour program or three to four years for a sixty-four (64) semester hour program. Furthermore, research and library resources must be available to facilitate the completion of the thesis, if applicable, or dissertation.
5. No more than one-third of the proposed courses may be double-numbered courses offered simultaneously toward undergraduate and graduate students.
6. No more than nine (9) semester hours, individually or in combination, of courses numbers 508, 513, or 622 may be proposed or counted in the degree program.
7. Program proposals must conform to all other Graduate School policies and procedures, e.g., transfer of credit. Prior to submission to the Graduate School, the *Graduate Interdisciplinary Degrees Plan of Study* form must be signed by the student, all graduate faculty advisors, and all primary and secondary school directors. Until an approved plan of study is filed with the Graduate School, a hold is placed on an interdisciplinary student's ability to register for classes.
8. **Master's Degree:** Proposed course work must equal at least thirty (30) semester hours of graduate level courses plus any deficiency credits.

At least twelve (12) semester hours of graduate level course work must be proposed in each of at least two primary disciplines. Courses numbered 622 and 699 may not be used to meet this requirement.

If a thesis is proposed, the thesis must be a minimum/maximum of six (6) semester hours.

One of the designated advisors must be named as the Program Advisor.

9. **Doctoral Degree:** Proposed course work must equal at least sixty-four (64) semester hours beyond a master's degree excluding any deficiency credits. If an applicant does not hold a master's degree, the proposed course work must equal at least ninety-four (94) semester hours.

At least fifteen (15) semester hours of graduate-level course work must be proposed in each of at least two primary disciplines. If an applicant does not hold a master's degree, the proposed course work in each of at least two primary disciplines must equal a minimum of eighteen (18) semester hours. Courses numbered 622, 797 and 799 may not be used meet this requirement.

The Plan of Study must include four (4) semester hours of proposal (797) and twelve (12) semester hours of doctoral dissertation (799)

When there are only two primary disciplines proposed, one of the two designated graduate faculty advisors must be named as the program advisor. In addition, the two designated advisors and the study must recommend at least one additional graduate faculty advisor, subject to approval by their school director and the Dean of the Graduate School.

Official Admission. Upon receipt of the completed *Graduate Interdisciplinary Degrees Plan of Study* form, the Graduate School will forward the form and the original application materials to the GIDP Committee for final review. The student, the graduate faculty advisors, and the primary and secondary schools will be notified by letter regarding program approval or disapproval. If approved, the student will be granted admission. The decisions of the GIDP Coordinating Committee and the Dean of the Graduate School shall be final.

Advising. Together, the graduate faculty advisors are known as the Program Advisory Committee. It is the responsibility of the Program Advisory Committee to assist the student in planning and coordinating the degree program. Any deviation from the approved proposal must be approved in advance by the Program Advisory Committee and the Graduate School.

Committees. At the doctoral level, the Program Advisory Committee plus a graduate faculty representative appointed by the Dean of the Graduate School shall serve as the doctoral committee. The doctoral dissertation proposal and dissertation shall be under the supervision of a research advisor who is a member of the graduate faculty and holds doctoral research endorsement.

Comprehensive Examinations. Each interdisciplinary degree program student must pass a written comprehensive examination which is designed, administered, and evaluated by the Program Advisory Committee and by other qualified individuals as identified by the program advisor. All doctoral students must also pass an oral comprehensive examination (see the Comprehensive Examination: Oral (p. 66) section of this Catalog for further details).

Dissertation. Each doctoral interdisciplinary degree program student must complete a dissertation proposal and final dissertation that reflects the integrated nature of the interdisciplinary degree. Students in interdisciplinary degree programs must comply with the same policies and procedures that guide research proposals and dissertations in distinct disciplines or areas of study.

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES (EBS)

University Programs

Graduate Programs (p. 73)

Office of the Dean

Dean: Jared Stallones, Ph.D.

Associate Dean: Jingzi (Ginny) Huang, Ph.D.

Associate Dean and Acting Dean: Robyn S. Hess, Ph.D.

Location: McKee 125

Telephone: 970.351.2817

The mission of the College of Education and Behavioral Sciences is to contribute to the betterment of society through research, professional service, and the preparation of individuals who are skilled lifelong learners capable of working effectively with diverse populations in an evolving global community.

The College offers programs at the graduate and undergraduate levels. Graduate programs in Psychological Sciences, Applied Statistics and Research Methods, and Educational Technology prepare students for employment in a range of fields including education and the business and technology sectors. The undergraduate program in psychology provides students with a liberal arts degree and transferable skills in several areas including research design and analysis and the ability to understand human behavior.

Several programs in the College provide professional training by offering specialized undergraduate licensure and graduate degree programs in education and psychology. The undergraduate licensure programs (Teacher Education Endorsement: Professional Teacher Education Programs (PTEP) prepare elementary, middle, secondary, K-12, and special education teachers. The Center for Urban Education in Denver trains elementary teachers for work in urban schools. Elementary, middle, and secondary teacher candidates must major in a content degree program offered in one of the other colleges. The American Sign Language and Interpreting Studies offers undergraduate and graduate programs in sign language, interpretation, and teaching ASL.

Graduate programs are also offered to prepare school administrators, school psychologists, educational technology personnel, counselors and counseling psychologists for schools, hospitals, mental health agencies and private practice. These programs also prepare college and university faculty and administrators.

The professional education faculty members of the College are committed to the serious study of education and the promotion of professional standards to ensure quality and foster innovation in professional preparation. The College

Conceptual Framework holds the view that education is a transformational enterprise and that professional educators use evidence in decision making; respect diversity; collaborate with others; are standards and performance-based; and can use technology to improve teaching and learning.

All educator preparation programs are approved for licensure by the Colorado State Board of Education and authorized by the Colorado Department of Higher Education. The American Psychological Association accredits the doctoral programs in Counseling and School Psychology. The Council for Accreditation of Counseling and Related Educational Programs accredit programs in Counselor Education and Supervision and the Master's programs in Clinical Counseling, School Counseling, and Couples and Family.

Other major units in the College are the Tointon Institute for Educational Change and the Bresnahan-Halstead Center. A common focus of these diverse units is to provide teachers and administrators with advanced professional development.

Department of American Sign Language & Interpreting Studies

Director: Barbara Garrett, Ph.D.

Teaching ASL M.A. Program Manager: Pauline Ballentine

Location: McKee Room 114

Telephone: 970-373-4420

Website: www.unco.edu/cebs/asl-interpreting/

The Department of American Sign Language & Interpreting Studies (ASLIS) designs and delivers quality programs that center around learning, using, and teaching American Sign Language. Undergraduate and graduate programs are offered, as are liberal arts curriculum courses and professional development coursework and certificates. Programming is offered on the UNC main campus to traditional undergraduate students and online to a national audience of both undergraduate and graduate students.

The master's program in Teaching ASL (TASL) is a unique hybrid program offered online with summer sessions on the main campus in Greeley. Two programs are available depending on the students' career goals: M.A. for those interested in teaching on the post-secondary level and M.A.: Licensure: World Languages (Grades K-12) for those interested in teaching on the K-12 level.

The ASLIS department also offers ASL-IV on the UNC main campus and ASL III and ASL IV online. An ASL

minor is available for students interested in a stronger language foundation.

Additionally, a B.A. in ASL-English Interpretation is offered on the UNC main campus or in a hybrid online delivery system that requires an annual four-week summer session on campus.

The ASLIS faculty (hearing and deaf) are selected for their recognized expertise. They each contribute to their respective field by researching, publishing and presenting in various local, national and international venues. They are acknowledged as outstanding teachers by their students and their peers.

Teaching American Sign Language M.A.

The Teaching American Sign Language (TASL) M.A. Program is a distance delivered master's degree with required onsite summer sessions which prepares instructors to teach American Sign Language (ASL) on the post-secondary level. The focus of this program is on pedagogical coursework as applicable to teaching ASL as a foreign or as a modern language, not learning or mastering ASL. Therefore, all students must demonstrate ASL proficiency through an informal screening prior to acceptance into the program.

Please note: The licensure option is available through the Teaching American Sign Language (TASL) M.A.: Licensure: World Languages (Grades K-12) Program.

Admissions requirements:

- A minimum GPA of 3.0 or better, on a 4.00 point scale, from the most recent degree earned or current degree in progress.
- International applicants must pass the TOEFL exam with a minimum score of 550 or 90 for the internet based exam.

Application requirements:

1. Complete the online application for the UNC Graduate School and pay the graduate application fee.
2. Send all official transcripts to the UNC Graduate School.
3. Submit two letters of recommendation from supervisors/teachers who know the applicant's work to the UNC Graduate School.
4. Submit a 1-2 page statement of educational goals and philosophy to the UNC Graduate School.
5. All applicants will be required to demonstrate ASL proficiency prior to acceptance to the TASL Program.

Application Deadline: February 15th for the following summer. However, applications will be accepted until all spots have been filled. Applicants will be notified no later than April 15th whether they have been accepted into the program or not.

Demonstration of ASL Proficiency:

Although all applicants will undergo an informal screening for the application process, all students will be required to submit the results of their American Sign Language Proficiency Interview (ASLPI) prior to the practicum courses, TASL 593 and TASL 594.

For degree and program requirements, see:

Teaching American Sign Language M.A. (p. 128)

Teaching American Sign Language M.A.: Licensure: World Languages (Grades K-12)

The Teaching American Sign Language (TASL) M.A.: Licensure: World Languages (Grades K-12) is a distance delivered master's degree with required onsite summer sessions which prepares instructors to teach American Sign Language (ASL) in a number of settings including secondary and post-secondary levels. The focus of this program is on pedagogical coursework as applicable to teaching ASL as a foreign or as a modern language, not learning or mastering ASL. Therefore, all students must demonstrate ASL proficiency through an informal screening prior to acceptance into the program.

Please note: The non-licensure option is available through the Teaching American Sign Language (TASL) M.A. Program.

Admissions requirements:

- A minimum GPA of 3.0 or better, on a 4.00 point scale, from the most recent degree earned or current degree in progress.
- International applicants must pass the TOEFL exam with a minimum score of 550 or 90 for the internet based exam.

Application requirements:

1. Complete the online application for the UNC Graduate School and pay the graduate application fee.
2. Send all official transcripts to the UNC Graduate School.
3. Submit two letters of recommendation from supervisors/teachers who know the applicant's work to the UNC Graduate School.
4. Submit a 1-2 page statement of educational goals and philosophy to the UNC Graduate School.
5. All applicants will be required to demonstrate ASL proficiency prior to acceptance to the TASL Program.

Application Deadline: February 15th for the following summer. However, applications will be accepted until all spots have been filled. Applicants will be notified no later than April 15th whether they have been accepted into the program or not.

Demonstration of ASL Proficiency:

Although all applicants will undergo an informal screening for the application process, all students will be required to submit the results of their American Sign Language Proficiency Interview (ASLPI) prior to the practicum courses, TASL 593 and TASL 594.

For degree and program requirements, see:

Teaching American Sign Language M.A.: Licensure: World Languages (Grades K-12) (p. 128)

Department of Applied Psychology and Counselor Education

Chair: Heather Helm, Ph.D.

Location: McKee 248

Telephone: 970.351.2731

Website: www.unco.edu/cebs/applied-psychology-counselor-education/

Applied Psychology and Counselor Education Faculty:

Heather Helm, Ph.D.; Brian D. Johnson, Ph.D.; Danielle Kahlo, Ph.D.; Jennifer L. Murdock-Bishop, Ph.D.; Kristin Myers, Ph.D.; Kenneth Parnell, Ph.D.; Jeffrey A. Rings, Ph.D.; Lu Tian, Ph.D.; Matthew Tis, Ph.D.; Angela Vaughan, Ph.D.; Angela Weingartner, Ph.D.; Stephen L. Wright, Ph.D.

The Department of Applied Psychology and Counselor Education (APCE) offers a Ph.D. in Counseling Psychology (APA Accredited), a Ph.D. in Counselor Education and Supervision (CACREP Accredited), an M.A. in Clinical Mental Health Counseling (CACREP Accredited), an M.A. in Marriage, Couples, and Family Counseling/Therapy (CACREP Accredited), and an M.A. in School Counseling (CACREP Accredited).

Counseling Psychology Ph.D.

The Counseling Psychology program at UNC has been in existence since 1984. It became accredited by the American Psychological Association (APA) in 1995 as a PsyD program. The curriculum was modified to offer only the PhD in Counseling Psychology and has been accredited by APA since January 15, 2010. For more information about APA accreditation, contact the American Psychological Association's Office of Program Consultation and Accreditation at 750 1st Street, NE, Washington, DC 20002-4242, by phone at (202) 336-5979, or on the web at <http://www.apa.org/ed/accreditation/>.

In our doctoral program at the University of Northern Colorado (UNC), we offer a Major Area of Study in Counseling Psychology with a minimum of 3 full-time academic years of graduate study in didactic course work and supervised clinical training in that Major Area of Study, which includes completing a dissertation that is consistent with the field of Counseling Psychology;

students also complete 1 additional year of pre-doctoral internship. Students must complete at least 2 of the 3 academic training years as a full-time resident at UNC. Students that complete our program are appropriately trained in the area of health service psychology to be eligible for licensure as doctoral level psychologists. We offer students experience in being trained in treatment interventions from multiple modalities by completing: two individual practica courses, one couples and family practicum course, and a group practicum course. Live supervision is provided for these practica courses at our on-site training clinic that provides psychological services to community members and university students. Students are also exposed to psychological assessment by completing a cognitive assessment course and a personality assessment course, as well as the option of completing additional assessment courses. Furthermore, our students are trained to create, disseminate, and utilize scholarly research to engage in evidence-based practice. Our program places relatively greater concentration on training related to research. Students take six courses in the area of research and have the option of completing one additional research course in order to receive a doctoral minor in applied statistics and research methods.

Admission: Application materials must be completed and on file in the Graduate School by December 1st. The Graduate School Application includes: a completed application form, one official copy of academic transcripts, one official copy of GRE scores (and TOEFL scores if an International applicant), three letters of recommendation from individuals familiar with an applicant's academic and clinical skills (letter writers should also complete the Graduate School's Letter of Recommendation form), and an application fee.

1. All entering doctoral students will hold a bachelor's or master's degree in psychology/counseling or a related field; should have a GPA of at least 3.0 on a 4.0 scale, and must submit official GRE scores meeting the minimum requirements of the Graduate School. International applicants must meet the English proficiency requirements established by the Graduate School and International Admissions.
2. The Counseling Psychology program has a supplemental application form that should also be sent to the Graduate School by December 1st. The supplemental materials include: completion of the Supplementary Data Sheet (included in the Counseling Psychology Application Packet or on the Counseling Psychology program's website), applicant's current vita, and a written statement responding to questions related to an applicant's mental health experiences, professional background/interests and aspirations.
3. A further review process is conducted by the faculty. Finalists are invited to attend an admission screening workshop.

Admission decisions are based on the professional judgment of the Counseling Psychology faculty, considering the above data, including personal characteristics and interpersonal communication style as assessed in the pre-admission workshop. Applications are evaluated on a competitive basis; positions are limited.

For degree and program requirements, see:
Counseling Psychology Ph.D. (p. 141)

Counselor Education and Supervision Ph.D.

The doctoral program in counselor education and supervision prepares individuals for employment as counselor educators and supervisors in graduate programs offering training in school counseling, clinical counseling, couples and family counseling/therapy, and counseling with children and adolescents. Graduates are also qualified for licensure as professional counselors, couples and family counselors, or school counselors. The Ph.D. in Counselor Education and Supervision is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

The Department of Applied Psychology and Counselor Education, along with the Department of School Psychology, offers services to the University and the local community through the Psychological Services Clinic, a research and training facility.

Admission: Application must be complete and on file in the Applied Psychology and Counselor Education Office by December 1, with decisions announced by the first week of March.

- All applicants should have a GPA of at least a 3.0 on a 4.0 scale, and must submit official GRE scores meeting the minimum requirements of the Graduate School. International applicants must meet the English proficiency requirements established by the Graduate School and International Admissions.
- A master's degree in counseling or a related area is required; CACREP accredited programs preferred.
- Three letters of recommendation are required from individuals who are familiar with the student's academic and clinical skills.
- Written statement must be completed regarding the relationship of the doctoral program to the future career goals of the applicant.

Attendance at a doctoral applicant interview day is required for the admission process to be completed. Admission decisions are based on the professional judgment of the Counselor Education and Supervision faculty, considering the above data, including personal characteristics and interpersonal communications style as assessed in the pre-admission workshop. Applications are evaluated on a competitive basis for a limited number of positions.

Prerequisites: Required of All Counselor Education and Supervision Ph.D. Students

Entering doctoral students should have completed graduate courses in the following areas:

- Diagnosis and Treatment Planning
- Career Counseling and Theory
- Counseling Theories
- Lifespan Development
- Family Systems
- Group Counseling/Guidance
- Legal and Ethical Issues in Counseling
- Substance Abuse
- Appraisal and Assessment
- Introduction to Graduate Research

Students who have not completed coursework in these areas must complete these courses as deficiency coursework not to be counted toward the hours required for the degree.

For degree and program requirements, see:
Counselor Education and Supervision Ph.D. (p. 142)

Professional Counseling

The Counseling faculty views potential candidates as unique, with strengths and assets to be identified, encouraged and developed during their graduate education. The knowledge and human relations skills necessary to help individuals recognize their own and other persons' unique promise and discover opportunities for its expression form the core of professional preparation for students in professional counseling. Such knowledge and skills are learned in part from research and study in the behavioral and social sciences, various skill development activities and supervised practica. Supervised training is provided through the Psychological Services Clinic to the University and the local community. Opportunities for a broad understanding of human behavior and human relationships are included in the education of the student in Counseling.

The Counseling faculty is committed to the development of broadly based competent professional counselors skilled in helping people with personal, interpersonal and career concerns in community agencies or in schools. The requirements of the program are conceptualized within the framework and standards set forth by accreditation standards, the counseling profession, Colorado state law, Graduate School and job requirements. The Professional Counseling programs are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

Admission. The prospective student must apply for admission to and be accepted by the program area faculty.

Admission to the program requires a GPA of 3.0 or better, on a 4.00 point scale, from the most recent degree earned or current degree in progress. If the applicant's GPA is below 3.0, the Graduate Record Exam (General Test) score must be submitted. It is recommended that the applicant have a total score that meets or exceeds 1000 on the Verbal and Quantitative subtests, or 291 total on the new scoring scale, and a minimum of 3.5 on the Analytical Writing subtest. Attendance at a pre-admission workshop is required for this admission process to be completed. When attendance at the preadmission workshop is an extreme hardship for the applicant, special arrangements are made.

Acceptance is based on consideration of the following criteria:

- Clarity of career goals.
- Intellectual qualities.
- Professional judgment of appropriate personality characteristics as evidenced by a structured interview, interpersonal communication style and personal references.

Clinical Mental Health Counseling M.A.

The Clinical Mental Health Counseling master's degree prepares professional counselors for licensure as Licensed Professional Counselors (LPC). Graduates work in a variety of settings, including community mental health centers, hospitals, private practice, addictions, residential treatment, etc.

For degree and program requirements, see:

Clinical Mental Health Counseling M.A. (p. 81)

Marriage, Couples, and Family Counseling/Therapy M.A.

The master's degree in Marriage, Couples, and Family Counseling/Therapy is designed to meet the educational requirements for licensure as a Licensed Marriage and Family Therapist (LMFT). The degree prepares professionals for specialized work with couples and families and is focused on training in relationship, interpersonal interaction, and systems theory.

For degree and program requirements, see:

Marriage, Couples and Family Counseling/Therapy M.A. (p. 100)

School Counseling M.A.

The master's degree in School Counseling prepares students for Colorado licensure as a School Counselor. Students are training to meet the needs of students at the elementary, middle, and high school levels.

For degree and program requirements, see:

School Counseling M.A. (p. 114)

Department of Applied Statistics and Research Methods

Chair: Khalil Shafie, Ph.D.

Location: McKee 520

Telephone: 970.351.2807

Website: www.unco.edu/cebs/applied-statistics-research-methods/about-us.aspx

Faculty: Maria K. E. Lahman, Ph.D.; Randy Larkins, Ph.D.; William Merchant, Ph.D.; Khalil Shafie, Ph.D.; Chia-Lin Tsai, Ph.D.; Han Yu, Ph.D.

This program provides students with a broad understanding of appropriate applications of statistical and research methodology and with experience in using computers effectively for statistical analysis.

The master's and doctoral programs in Applied Statistics and Research Methods are designed to prepare graduates in statistics and education who make important contributions to educational practice. Through the programs, great emphasis is placed on how research design and statistics can be applied to educational issues and problems. Service courses are offered by the school in support of other university programs at the graduate level.

Admission: Applications must be complete and on file in the ASRM office by March 1 for Fall admission and by October 1 for Spring admission.

Applied Statistics and Research Methods M.S.

Students planning on concentrating on applied statistics need a working knowledge of calculus and linear algebra. Students must also provide a written statement regarding the relationship of the Master's program to the student's professional goals.

Completion of this degree will enable the graduate to seek employment in a career field requiring the application of statistical or research methodology, for example: data analysis or experimental design; to teach in a community or junior college; to work as an evaluation/assessment specialist in a public school setting; or to enter a Ph.D. program in statistics, educational research, or a related area.

For degree and program requirements, see:

Applied Statistics and Research Methods M.S. (p. 73)

Applied Statistics and Research Methods Ph.D.

The student must provide the ASRM program coordinator with a written statement regarding the relationship of the doctoral program to the student's professional goals. It is expected that the student possesses the knowledge, skills and competencies equivalent to those of a graduate from our M.S. degree program. Should it be necessary, a student may use elective credits to make up deficiencies.

This program prepares students to teach courses at the university level in applied statistics and research methodology, to provide leadership in the conduct of research studies, and to serve as consultants in research methodology and data analysis in education, industry, or government.

For degree and program requirements, see:

Applied Statistics and Research Methods Ph.D. (p. 135)

Applied Statistics and Research Methods Doctoral Minor (p. 169)

Department of Leadership, Policy and Development: Higher Education and P-12 Education

Chair: Linda R. Vogel, Ph.D.

Location: McKee 418

Telephone: 970.351.2119

Faculty: Amie Cieminski, Ed.D.; Michael I. Cohen, Ed.D.; Stephen Seedorf, Ed.D.; Linda R. Vogel, Ph.D.

The Leadership, Policy and Development Department includes the Educational Leadership and Policy Studies (ELPS) Program and the Higher Education and Student Affairs Leadership (HESAL) Program. For specific degree, licensure, and certificate programs offered, please refer to the following listing of the appropriate program of interest.

Educational Leadership and Policy Studies

Location: McKee 418

Telephone: 970.351.2861

Website: www.unco.edu/cebs/leadership-policy-development-higher-education-p12-education/educational-leadership-policy-development/

Faculty: Amie Cieminski, Ed.D.; Michael I. Cohen, Ed.D.; Linda R. Vogel, Ph.D.

The mission of the program is to develop educators who have the vision and the ability to lead educational organizations by providing needed services to learners in educational settings, creating effective learning environments, effecting policies that govern educational organizations, and modeling continuous learning with and for the citizens of the community. To achieve this mission, ELPS faculty incorporate innovative teaching practices; engage in inquiry about leaders and leadership; and demonstrate leadership at the local, regional, national and international levels.

The underlying philosophy of the ELPS program is that educational leaders possess knowledge of self, others, organizations, learning and society necessary to perform creatively and effectively in diverse environments. They engage people in identifying and working toward the accomplishment of a shared vision for the organization.

Leaders incorporate the ideas, values and experiences reflective of a pluralistic society and promote continual learning.

The ELPS programs are exemplified by the following beliefs:

- Human growth and development are lifelong pursuits.
- Leadership encompasses a learned set of knowledge, skills, attitudes and practices.
- Organizations are artifacts of a larger society.
- Learning, teaching, and collegiality are fundamental activities of organizations.
- Validated knowledge and active inquiry form the basis of practice.
- Moral and ethical imperatives drive leadership behavior.
- Effective leadership in organizations depends on individual and team efforts.
- Leaders' behaviors and actions model their beliefs and values.
- Leaders effect positive change in individuals and organizations.
- Effective leaders develop positive interpersonal relationships.
- Diversity strengthens organizations.
- Organizations and leaders are accountable.

The ELPS programs and the scholarship of its faculty and students emphasize:

- Formal and informal roles and strategies of educational leaders in P-12 schools and post-secondary settings
- Fiscal, legal and personnel aspects of schools and higher education
- Innovative practices in leadership preparation
- Understanding, facilitating and evaluating the change process
- Innovation and restructuring of schools
- Collaboration in teaching, learning and scholarship
- Adult learning and development and staff development
- Policy development, analysis and implementation
- Service to schools, higher education and policy makers
- Identification of multicultural and gender-based needs

Administrators' Licensure (Non-Degree)

To obtain a Colorado administrator (district-level leadership/superintendent) license, students must have a master's degree or higher, complete a administrator license program, and satisfactorily pass the PRAXIS exam. Students desiring an administrator's license must work with the UNC licensure office for program verification when they have completed their coursework. Admission

materials for review by the faculty include a current resume, copies of educator licenses, and a statement of goals in addition to the other information in the online UNC application system for graduate student admission. Students are admitted each semester (fall, spring, and summer).

For licensure requirements, see:

Administrator Licensure (p. 185)

Principals' Licensure (Non-Degree)

Students may work concurrently on the principal's license and a Master of Arts degree (M.A.) or an Educational Specialist degree (Ed.S.) in Educational Leadership. To obtain a Colorado principal license, students must have a master's degree or higher, complete a principal license program, and satisfactorily pass the PRAXIS exam. Students desiring a principal's license must work with the UNC licensure office for program verification when they have completed their coursework. Admission materials for review by the faculty include a current resume, copies of educator licenses, and a statement of goals in addition to the other information in the UNC application system for graduate student admission. Students are admitted each semester (fall, spring, and summer).

For licensure requirements, see:

Principal (K-12) Licensure (p. 188)

Educational Leadership M.A.

The Master of Arts degree in Educational Leadership provides opportunities for candidates to acquire knowledge about leadership in P-12, community college, higher education, or other educational settings. The program provides opportunities for students to develop in-depth understanding about leadership roles and responsibilities, working with external environments, professional development, organizational behavior, and contemporary educational issues.

Students may work concurrently on the principal's license and a Master of Arts degree (M.A.) in Educational Leadership. To obtain a Colorado principal license, students must have a master's degree or higher, complete a principal license program, and satisfactorily pass the PRAXIS exam. Students desiring a principal's license must work with the UNC licensure office for program verification when they have completed their coursework. Admission materials for review by the faculty include a current resume, copies of educator licenses, and a statement of goals in addition to the other information in the UNC application system for graduate student admission. Students are admitted each semester (fall, spring, and summer).

The master's degree requires a minimum of 30 semester hours of graduate study, of which 12 hours are core learning experiences. Students may obtain the master's

degree while also working concurrently on a principal or administrator license.

For degree and program requirements, see:

Educational Leadership M.A. (p. 89)

Educational Leadership and Special Education Administration M.A. with dual licensure as a Principal and Special Education Director

The Master's (M.A.) degree program in Educational Leadership and Special Education Administration prepares candidates to become effective leaders and managers of educational programs and services at both the school building and school district levels of impact. Candidates for this degree complete coursework in applied research/evaluation, the principalship, foundations of educational leadership, contextual understanding of systems, policy/legal/procedural information, program planning & organization, budget & resources, and parent/community engagement. The program provides opportunities for students to develop in-depth understanding about leadership roles and responsibilities, working with external environments, policy development, organizational behavior, and contemporary educational issues. The program prepares graduates to assume roles as building principals at elementary, middle, or high school levels; and district level positions as special education directors and/or central office administrators.

Upon successful completion of this program, students will earn a M.A. degree with dual licensure as a Principal and Special Education Director.

Graduate applications for this degree are evaluated by the Graduate School, Department of Educational Leadership and Policy Studies, and the School of Special Education. Entering students must possess a bachelor's degree from an accredited college or university. The M.A. Degree requires 39 semester hours of graduate study beyond the bachelor's degree. Satisfactory performance on a concluding activity demonstrating attainment of program outcomes and approved by faculty, in accordance with Graduate School policy, must be demonstrated.

For degree and program requirements, see:

Educational Leadership Special Education Administration M.A. (p. 89)

Educational Leadership Ed.S.

Students may work concurrently on the principal's license or administrator (district-level leadership/superintendent) license within the Educational Specialist degree (Ed.S.) in Educational Leadership. To obtain a Colorado principal or administrator license, students must have a master's degree or higher, complete a principal or administrator license program, and satisfactorily pass the appropriate PRAXIS exam. Students desiring a principal's or administrator's license must work with the UNC licensure office for

program verification when they have completed their coursework. Admission materials for review by the faculty include a current resume, copies of educator licenses, and a statement of goals in addition to the other information in the online UNC application system for graduate student admission. Students are admitted each semester (fall, spring, and summer).

For degree and program requirements, see:

Educational Leadership Ed.S. (p. 131)

Educational Leadership and Special Education Administration Ed.S.

The interdisciplinary Educational Specialist (Ed.S.) degree program in Educational Leadership and Special Education Administration prepares candidates to become effective leaders and managers of educational program and services at both the school building and school district levels of impact. Candidates for this degree complete coursework in applied research/evaluation, the principalship, foundations of educational leadership, contextual understanding of systems, policy/legal/procedural information, program planning and organization, budget and resources, and parent/community engagement. The program provides opportunities for students to develop in-depth understanding about leadership roles and responsibilities, working with external environments, policy development, organizational behavior and contemporary educational issues. The program prepares graduates to assume roles as building principals at the elementary, middle, or high school levels; and district level positions as special education directors and/or central office administrators.

Graduate applications for this degree are evaluated by the Graduate School, Department of Educational Leadership and Policy Studies, and the School of Special Education. Entering students must possess a master's degree from an accredited college or university. The Ed.S. degree requires 39 semester hours of graduate study beyond the master's degree. Satisfactory performance on a concluding activity demonstrating attainment of program outcomes and approved by faculty, in accordance with Graduate School policy, must be demonstrated.

For degree and program requirements, see:

Educational Leadership and Special Education Administration Ed.S. (p. 132)

Educational Leadership Ed.D.

The University of Northern Colorado has a long history of preparing individuals to assume leadership roles in education. Over the years, superintendents, principals, deans, program directors, professors, presidents and other persons in leadership positions in Colorado and across the nation have received academic degrees from the University. The current focus of the Ed.D. is preparing P-12 leaders for public and private schools and other educational organizations.

The purpose of the Ed.D. program is to engage educators in P-12 and other education-related settings in the advanced study of educational leadership so they can critique and improve their own practice. The program focuses on problems of practice - studying practice, engaging in constructive critique of practice, and improving one's practice. Coursework in the program is designed to be highly relevant to the participants' jobs and careers.

Features that make this program attractive to current and aspiring educational leaders:

- Collaborative and collegial learning community;
- Challenging, provocative, research-based knowledge;
- Cohort approach to learning for 3 semesters of enrollment;
- Instructional techniques emphasizing practices of adult learning;
- Emphasis on problems of practice;
- Professional networking with area P-12 educational leaders;
- National and internationally recognized university faculty and affiliates;
- Faculty and cohort commitment that all participants successfully complete the program.

Students may work concurrently on the principal's license and/or administrator (district-level leadership/superintendent) license as part of their Ed.D. in Educational Leadership. To obtain a Colorado principal or administrator license, students must have a master's degree or higher, complete a principal and/or administrator license program, and satisfactorily pass the appropriate PRAXIS exam. Students desiring a principal's or administrator's license must work with the UNC licensure office for program verification when they have completed their coursework.

Admission. Admission materials for review by the faculty include a current resume, copies of educator licenses, scholarly writing sample, and a statement of goals in addition to the other information in the online UNC application system for graduate student admission. Students are admitted each fall semester. Applicants may be asked to complete an online interview with the Educational Leadership program faculty.

Students who complete the application process by February 15 are given priority screening for fall admissions of that year and have increased opportunities for financial assistance.

The doctoral program expands upon the foundation gained in study for the master's, specialist, and/or licensure programs. It provides opportunities for candidates to develop breadth in understanding leadership, policy, and research methodologies, and also depth in one or more

areas of specialization. The focus of this program is the refinement of students' understandings of leadership and policy development and analysis, ultimately culminating in the dissertation. The dissertation is meant to address a problem of practice in educational leadership.

Entering doctoral students who already possess a Master's Degree in Educational Leadership or a related field complete a minimum of 64 semester hours of graduate credit beyond the master's degree. Students with an Educational Specialist's degree enroll in a minimum of 42 semester hours beyond the specialist's degree. These semester hour requirements are minimum expectations for students' performance. Credit requirements are a function of the types of learning experiences needed by students to achieve their goals.

Program of Study. The nature of doctoral studies implies a blend of required learning experiences and individualized program development to reflect the personal, professional, and academic goals of each student. Each doctoral student admitted to the program works with an advisor and program coordinator to develop a plan of study.

For degree and program requirements, see:

Educational Leadership Ed.D. (p. 144)

Higher Education and Student Affairs Leadership

Program Coordinator: Matthew Birnbaum, Ph.D.

Location: McKee 418

Telephone: 970.351.2861

Email: HESAL@unco.edu

Website: www.unco.edu/cebs/leadership-policy-development-higher-education-p12-education/higher-education-student-affairs-leadership/

Faculty: Matthew Birnbaum, Ph.D.; Tamara Yakoboski, Ph.D.

UNC's Higher Education and Student Affairs Leadership (HESAL) program offers a Master of Arts (M.A.) and a Doctor of Philosophy (Ph.D.). Our curriculum focuses on developing core competencies necessary for professional advancement in higher education and student affairs, including student support services, academic careers, and policy work. Students have opportunities to work directly with award-winning, research faculty who all have higher education or student affairs administrative backgrounds. The HESAL faculty are dedicated to offering a program that values a practitioner-scholar model, mentoring and advising, and coursework that reflect theory, research, and practice. The HESAL program maintains a commitment to equity and social justice through the inclusion of multiple perspectives and pedagogies.

Higher Education & Student Affairs Leadership M.A.

The Higher Education and Student Affairs Leadership (HESAL) Master of Arts (M.A.) degree is a 39 credit hour

program that prepares effective student affairs professionals who value a social justice perspective. Students take a wide array of courses in consultation with an assigned advisor who assists you in preparing for a vocation in higher education and student affairs' diverse environments. Students are required to earn three (3) credit hours of field experience under the mentorship of experienced higher education and student affairs leaders. The HESAL M.A. program follows applicable C.A.S. standards.

For specific details on program requirements, curriculum, and course descriptions, please consult the University of Northern Colorado's Graduate Catalog.

Admission to M.A. program: Students must hold a bachelor's degree in any major from an accredited institution.

For degree and program requirements, see:

Higher Education and Student Affairs Leadership M.A. (p. 97)

Higher Education & Student Affairs Leadership Ph.D.

The HESAL Ph.D. is a 64 credit hour program that integrates social justice and empirical research throughout the inquiry-based curriculum. The program offers students the opportunity to focus studies on leadership, college student development, higher education culture and diversity, and organizations and policy in both student affairs and broader higher education contexts. Opportunities are provided for practical experiences under the mentorship of experienced higher education leaders. Students are admitted as a cohort group, with expectations that they will engage in collaborative research and other scholarly endeavors early in the doctoral program.

Admission: Students must hold a master's degree in higher education, college student affairs, or a related field from an accredited institution and have two years of successful work experience in an institution of higher education. SRM 600 or an equivalent introduction to graduate research course, is required for admission. The program may waive this requirement for admission purposes, in which case the student must make up the deficiency. Coursework to make up the deficiency will not count toward the Ph.D. requirements. Additional details regarding admissions criteria and the application process may be seen on the program's web site, at www.unco.edu/cebs/hesal. Financial assistance and additional professional experiences are available through an extensive network of graduate assistant opportunities, both within the program and in a number of UNC offices.

For degree and program requirements, see:

Higher Education and Student Affairs Leadership Ph.D. (p. 149)

School of Psychological Sciences

Director: Carl E. Granrud, Ph.D.

Location: McKee 0014

Telephone: 970.351.2957

Website: www.unco.edu/cebs/psychological-sciences/

Faculty: Michael Todd Allen, Ph.D.; Cassandra M.R. Bergstrom, Ph.D.; Ryan D. Darling, Ph.D.; Thomas N. Dunn, Ph.D.; Carl E. Granrud, Ph.D.; Molly M. Jameson, Ph.D.; Nancy J. Karlin, Ph.D.; Paul Klaczynski, Ph.D.; James Kole, Ph.D.; Joanna E. Lewis, Ph.D.; Sue Hyeon Paek, Ph.D.; Phillip E. Peterson, Ph.D.; Kevin Pugh, Ph.D.; Marilyn C. Welsh, Ph.D.; William Douglas Woody, Ph.D.

Emeritus Faculty: Mark B. Alcorn, Ph.D.; William A. Barnard, Ph.D.; Theodore R. Bashore, Ph.D.; Susan P. Bromley, Psy.D.; Kathryn F. Cochran, Ph.D.; John B. Cooney, Ph.D.; David M. Gilliam, Ph.D.; Teresa M. McDevitt, Ph.D.; Grant L. Morris, Ph.D.; Jeanne E. Ormrod, Ph.D.; Charles S.L. Poston, Ph.D.; Steven M. Pulos, Ph.D.; Paul D. Retzlaff, Ph.D.; Eugene Sheehan, Ph.D.

Educational Psychology

The master's and doctoral programs are designed to prepare individuals for educational activities such as instruction, evaluation, test construction, educational research, educational consulting to business and public schools, and university teaching. All students must abide by the codes of ethics of the American Psychological Association (APA) and the American Educational Research Association (AERA).

Educational Psychology offers programs and service courses at both the graduate and undergraduate levels. The program faculty provide courses on psychological principles and theories and research methodologies as applied to the educational process. These applications range from everyday concerns in the public school classroom to basic research on learning and cognition, and the development of children, adolescents, and adults. Faculty and students have access to computers, a complete set of data analysis software packages and laboratory facilities available for both teaching and research purposes. Service courses are offered to support other university programs at both the undergraduate and graduate levels.

Accelerated (4 + 1) Psychology B.A. and Educational Psychology M.A.

Motivated and high-achieving students may seek to complete the requirements for the B.A. in Psychology and M.A. in Educational Psychology in five years. To obtain both degrees, students must complete all the requirements for the B.A. described in the Undergraduate Catalog and all of the requirements for the M.A. described in the Graduate Catalog. Completing the requirements for both

degrees in the accelerated Master's program is made possible by taking 9 credits of graduate course work in the junior and senior years (paid for at the undergraduate tuition rate). Students remain eligible for financial aid as an undergraduate; any Graduate School aid is not available until students are admitted as a Graduate student.

Students interested in transferring into an accelerated Master's Program must:

- Have a cumulative GPA of at least 3.0 to take graduate-level courses as a junior or senior.
- Meet with the program's advisor in their junior year, apply (following the same procedure and meeting the same requirements as other M.A. applicants). Full admission is dependent on completing the B.A. requirements in the senior year while maintaining a minimum 3.0 GPA.
- Students and faculty identify the graduate courses the students should take. The program application will be signed and forwarded to the Graduate School with signatures of the program advisor indicating the approval of graduate course transfer.

Educational Psychology M.A.

Upon meeting the admission criteria for the Graduate School, the candidate's application is forwarded to the program area faculty for review. Applications are processed as they are received. Decisions regarding admission are communicated to the applicant before the beginning of the next semester. Although students may enroll any semester following admission, they are strongly encouraged to begin their program in either the summer or fall term in order to enter the proper sequencing of courses. Applications require a description of educationally-related work experience, statement of interest and career goals, three letters of reference, and GRE scores should be submitted if available, but are not required.

Applications are evaluated case by case according to the following preferred guidelines:

- GPA of 3.0 in the last 60 semester hours of academic work.
- Three letters of recommendation indicating a high potential for academic success.
- Congruency between the applicant's career goals and the purpose of the M.A. program as indicated by the letter of interest.
- Educationally-related work experience is desirable, but not required.

For degree and program requirements, see:
Educational Psychology M.A. (p. 90)

Educational Psychology: Teaching Applications M.A.

The Educational Psychology: Teaching Applications Concentration is designed specifically for teachers. The strategically-designed online program will help teachers optimize teaching and learning processes in the classroom.

Applications are due April 1st of each year and all applications are reviewed at the same time after the deadline. Applicants can expect to hear from us by the end of April. The program is a cohort model, in which all participants start in the summer term and take courses together throughout the program.

Applications are evaluated case by case according to the following preferred guidelines:

- Possess (or be in the process of finishing) a baccalaureate degree from a regionally accredited college or university, or a comparable degree from a foreign institution.
- Have a cumulative GPA of 3.00 or better (on a 4.00 point scale) for the most recent degree earned or current degree in progress.
 - If you are still completing your bachelor's degree at the time you apply, admission will be based on your current cumulative GPA, and you will need to re-submit your official transcript (showing your conferred degree and final GPA) during your first semester. If your final GPA fell below 3.00, you will be given additional requirements as defined by the academic program that must be met within one calendar year to remain enrolled at UNC.
 - If you have completed a master's degree, or at least 18 credit hours towards a master's degree, the GPA of your master's work will be used.
- If your GPA for your most recent degree earned or current degree in progress is under 3.0, we ask that you provide us with a rationale regarding why we should consider you for the program (e.g., evidence of success in your profession; length of time since your undergraduate degree, etc.). This rationale should be provided as part of your Personal Statement (see below).
- Note: The Graduate Record Exam (GRE) is NOT required for this program.

For further information, see:

extended.unco.edu/programs/educational-psychology-teaching-masters/

For degree and program requirements, see:

Educational Psychology: Teaching Applications M.A. (p. 91)

Educational Psychology M.A. en route to the Ph.D.

Students may apply for admission to the Ph.D. in Educational Psychology and complete their M.A. in Educational Psychology on the way to the doctoral degree. The application process and the admission criteria are the same as for the Ph.D. program. Once admitted, students will complete the 30 credit M.A. program. Students must complete all program requirements (including Comprehensive Examination) for the M.A. in addition to the minimum credit hours required for the Ph.D. Students must be conferred with the M.A. degree prior to admission to doctoral candidacy.

For degree and program requirements, see:

Educational Psychology M.A. (p. 90)

Educational Psychology Ph.D.

The overall goal of the program is to produce university instructors and scholars capable of original basic and applied research in psychological and educational processes.

There is considerable emphasis on research training within the program. Research topics of the faculty include learning, cognition, motivation, development, measurement, assessment, and social and cultural process with applications to formal and informal educational settings.

Applications are due January 31st of each year and are reviewed by the faculty in February. Applicants can expect to hear from us in March. Admitted students will begin their program Fall semester of the same year.

Applications are evaluated case by case according to the following preferred guidelines:

- GRE scores that meet and preferably exceed the Graduate School minimums (140 Quantitative; 146 Verbal Reasoning; Combined score of at least 297; Analytic Writing 3.5)
- GPA of 3.5 (4.0 scale) in the last 60 semester hours of academic work.
- Three letters of recommendation indicating a high potential for success in a doctoral research program.
- A written statement of career goals and a resume.
- Congruency between the applicant's career goals and the purpose of the Ph.D. program.

All students must take the common core concentration area and electives in consultation with the advisor. Students must take a minimum of 68 hours to graduate. A doctoral minor is also available.

For degree and program requirements, see:

Educational Psychology Ph.D. (p. 146)

Educational Psychology Doctoral Minor (p. 170)

Department of School Psychology

Chair: David Hulac, Ph.D.

Location: McKee 248

Telephone: 970.351.2731

Website: www.unco.edu/cebs/school-psychology/

School Psychology Faculty: Jacqueline Anderson, Ph.D.; Michelle S. Athanasiou, Ph.D.; Robyn S. Hess, Ph.D.; David M. Hulac, Ph.D.

The Department of School Psychology is housed within the College of Education and Behavioral Sciences and offers graduate training at two levels:

- Educational Specialist in School Psychology (Ed.S.)
- Doctor of Philosophy in School Psychology (Ph.D.)

As such, the aim of these programs is to develop health service providers in the practice area of school psychology who are able to apply psychological and educational principles to improve the lives of children and families across home, school, and community contexts. Attention is directed toward the development of skills in the assessment of the intellectual, emotional, and social development of children and adolescents; planning and implementing direct academic and social/emotional interventions with a focus on evidence-based and culturally sensitive practice; and providing individual and systems consultation within schools and the larger community. Foundational aspects of psychological practice, including human learning, development, working with diverse populations, research, relevant law, ethical principles and professional practice provide a basis upon which skills in assessment and intervention are built. Students who successfully complete either the Ed.S. or Ph.D. are eligible for state licensure and national certification. Ph.D. graduates are eligible to pursue licensure as psychologists.

Admission Requirements: Application materials must be completed and on file at the Graduate School by December 1st. Graduate School Application materials include: a completed application form and application fee, one official copy of all academic transcripts, one official copy of GRE scores, and three letters of recommendation from individuals familiar with the applicant's academic skills and relevant experience.

1. All entering students will hold at least a bachelor's degree, should have a GPA of at least 3.0 on a 4.0 scale, combined GRE Verbal and Quantitative scores of 300, and a minimum of 3.5 on the Analytical Writing subtest.
2. Applicant must submit Department of School Psychology supplementary materials along with the Graduate School application. This material includes: a supplementary data sheet, current vita, and a written statement regarding the relationship of the program to the personal and professional goals of the applicant.

3. Finalists for admission are invited to attend an onsite interview.

Applications are evaluated competitively for a limited number of positions. The applicant must demonstrate clear potential for success. Admission decisions for both programs are typically announced within one week of the on campus interviews.

School Psychology Ed.S.

The Specialist program is designed for those students who wish to become school psychologist practitioners. Training is primarily oriented toward the acquisition of those skills necessary for effective functioning in the educational environment as a school psychologist. The program is based on the student entering with a bachelor's degree. A student with a master's degree in an area of professional psychology should meet with their advisor to develop a specific plan of study. A course in abnormal psychology is prerequisite to the program and must be completed prior to or during the first year of study.

This program is accredited by the National Association of School Psychologists and leads to licensure as a School Psychologist through the Colorado Department of Education.

Applied Behavior Analysis Concentration

The Ed.S. in school psychology with an applied behavior analysis concentration combines the NASP-approved Ed.S. program in school psychology (see Ed.S. School Psychology) with additional required coursework in applied behavior analysis (ABA). Students completing the Ed.S. in School Psychology: Applied Behavior Analysis concentration will be eligible for licensure as a school psychologist, and will have met the coursework requirements needed to sit for the exam to become a Board Certified Behavior Analyst (BCBA). The course sequence is approved by the Behavior Analytic Certification Board (BACB®).

For degree and program requirements, see:

School Psychology Ed.S. (p. 132)

School Psychology Ed.S. - Applied Behavior Analysis Concentration (p. 133)

School Psychology Ph.D.

The doctoral program focuses on training health service providers in the area of school psychology who possess the following profession-wide competencies: research, ethical and legal standards, individual and cultural diversity, professional values and attitudes, communication and interpersonal skills, assessment, intervention, supervision and consultation and interprofessional/interdisciplinary skills. Doctoral students in School Psychology are expected to engage in scholarly work throughout their

program of study to gain skill as a researcher. They are expected to work with an approved faculty member for five hours per week for a minimum of four semesters (summers excluded). The program is based on the student entering with a bachelor's degree. Students with advanced graduate degrees in an area of professional psychology may be able to waive some coursework and should meet with their advisors to develop a specific plan of study. A course in abnormal psychology is a prerequisite to the program and must be completed in the first year of study.

The Ph.D. program is accredited by the Commission on Accreditation of the American Psychological Association. Questions related to the program's accredited status should be directed to the Commission on Accreditation: Office of Program Consultation and Accreditation, American Psychological Association, 750 1st Street, NE, Washington, DC 20002, Phone: (202) 336-5979 / E-mail: apaaccred@apa.org, Website: www.apa.org/ed/accreditation. The Ph.D. program in School Psychology is also approved by the National Association of School Psychologists.

Doctoral graduates are eligible for licensure as psychologists through the state Department of Regulatory Agencies (DORA) and as school psychologists through the state Department of Education. Graduates are qualified to assume positions as school-based practitioners, university professors, consultants, educational researchers, and psychologists (after obtaining DORA licensure).

For degree and program requirements, see:
School Psychology Ph.D. (p. 159)

School of Special Education

Director: Corey Pierce, Ph.D.

Location: McKee 36

Telephone: 970.351.2691

Website: www.unco.edu/cebs/special-education/

Faculty: Sandra K. Bowen, Ph.D.; Paula W. Conroy, Ed.D.; Silvia Correa-Torres, Ed.D.; Tracy Gershwin, Ph.D.; Amy Graefe, Ph.D.; Francie R. Murry, Ph.D.; Lori Peterson, Ph.D.; Jason Robinson, Ph.D.; Nancy Sileo, Ed.D.; Todd H. Sundeen, Ph.D.; Jennifer Urbach, Ph.D.; Hasan Zaghawan, Ph.D.

The School of Special Education offers one of the most comprehensive training programs for special educators (undergraduate, master's, doctoral) in the nation. UNC is the only institution in a six-state region that offers degree programs in special education in all areas of exceptionality. Special programs associated with special education include the Summer Enrichment Program for the Gifted and Talented, the Bresnahan-Halstead Center on Disabilities, and an annual Special Education Summer Symposia Series in Vail, Colorado featuring renowned speakers.

Faculty in Special Education are nationally recognized, have published in their respective areas, presented papers at prestigious conferences and have many of their publications translated into several foreign languages. Numerous program and research grants provide support for professional development and student scholarships at the graduate levels.

Special Education M.A.

Deaf and Hard of Hearing Concentration

The MA degree in Special Education with a Deaf/Hard of Hearing concentration prepares professionals as a special education specialist: deaf/hard of hearing to work with children and youth with hearing losses ages birth-21 and their families in order to help them develop their full potential. Individuals who do not have a current teaching license are required to pass an approved elementary education content examination (e.g., Elementary Education: Multiple Subjects PRAXIS Exam #5001) or another state level elementary education test before being admitted to the Deaf Education Program. The program consists of the required courses and practicum requirements agreed upon by the student and advisor. Also, individuals who are not proficient in sign can enroll in the program and concurrently take sign courses. The Special Education Deaf/Hard of Hearing Specialist is required to pass a sign proficiency examination and an approved Special Education: Deaf/Hard of Hearing (e.g., Special Education: Education of Deaf and Hard of Hearing Students PRAXIS Exam #5272) prior to enrolling in practicum.

For degree and program requirements, see:

Special Education M.A. – Deaf and Hard of Hearing Concentration (p. 117)

Early Childhood Special Education Concentration

This master's program is designed to prepare teachers who will work with young children from birth to age 8 across the full spectrum of learning needs and abilities. Because it promotes an inclusive approach to early education, the program is appropriate for teachers who will work in Early Childhood Special Education and/or Early Childhood Education settings. Teacher candidates will demonstrate knowledge and skills in parent-professional partnerships, recommended research-based practices, typical and atypical early child development, and approaches to effective assessment and intervention. Students are required to pass the Early Childhood Special Education PRAXIS exam before enrolling in practicum coursework.

For degree and program requirements, see:

Special Education M.A. – Early Childhood Special Education Concentration (p. 118)

Generalist Concentration

The MA degree in Special Education with Generalist concentration prepares teachers who will work with students who are identified with a variety of disabilities from moderate to severe intensity. The emphasis of the program content focuses on literacy and mathematics instruction, understanding standards and assessment, behavior, elementary and secondary differentiated instruction, and technology. The Generalist program consists of program specific core and content courses and a final practicum, as delineated by the candidate's program of studies, and a required comprehensive examination. Teachers completing this program will demonstrate the skills needed to provide appropriate academic and behavioral supports and accommodations for students with disabilities. If seeking initial licensure in Colorado, the Special Education Generalist candidate is required to have passed the approved Elementary Education Multiple Subjects PRAXIS exam and the Special Education Core Knowledge and Application PRAXIS exam prior to taking the practicum. If a candidate enters the Master of Arts program in Special Education Generalist without a current teacher licensure, that candidate is required to complete an additional course requirement, EDSE 507.

For degree and program requirements, see:

Special Education M.A. – Generalist Concentration (p. 118)

Gifted and Talented Education Concentration

The MA degree in Special Education with Gifted and Talented Concentration prepares teachers at the elementary and secondary level to work with gifted and talented students in order to help them develop their full potential.

The Special Education Gifted and Talented Specialist is required to pass the approved PLACE exam prior to licensing. The program consists of the required courses and practicum requirements agreed upon by the student and advisor. If a student enters the Master of Arts program in Special Education: Gifted and Talented without a current teacher licensure, they are required to complete additional admission requirements and course requirements listed under Professional Teacher Education.

For degree and program requirements, see:

Special Education M.A. – Gifted and Talented Education Concentration (p. 119)

Intervention Specialist: Academic Coaching and Leadership Concentration

The Intervention Specialist: Academic Coaching and Leadership Concentration is a comprehensive program that weaves research and practice while providing current educational professionals with the knowledge and skills that are needed to provide services, supervise, and coach

other educators to ultimately foster student growth academically, behaviorally, and socially.

For degree and program requirements, see:

Special Education M.A. – Intervention Specialist: Academic Coaching and Leadership Concentration (p. 119)

Intervention Specialist: Applied Behavior Analysis Concentration

The Intervention Specialist with a concentration in Applied Behavior Analysis (ABA) is an online Master's degree designed to prepare educators with knowledge and skills in the area of ABA and leadership. Coursework in the Intervention Specialist with an ABA concentration includes: special education law; leadership in the school and community; research and reflective practice; concepts and foundations of applied behavior analysis; measurement and experimental design; identifying functions or problem behavior; designing, implementing and evaluating interventions; behavior change systems; ethics, management, and supervision; and application of applied behavior analysis through the lifespan, including individuals with cultural and linguistic diversity, autism, traumatic brain injury, and extremely challenging behaviors. This graduate program prepares educators to become leaders in schools and communities in the area of applied behavior analysis.

For degree and program requirements, see:

Special Education M.A. – Intervention Specialist: Applied Behavior Analysis Concentration (p. 120)

Visual Impairment Concentration

The MA degree in Special Education with a Visual Impairment Concentration is designed to prepare teachers who will work with students who are visually impaired. The program consists of the required courses and practicum requirements agreed upon by the student and advisor. Students entering the Master of Arts program in Special Education: Visual Impairment without a current teacher licensure are required to complete additional course requirements listed under Professional Teacher Education. Students may complete licensure and degree requirements in a minimum of 42 credits if they desire licensure of education of students with visual impairments only. Students seeking an added endorsement in Orientation and Mobility may complete this 15 credit program in consultation with their program advisor.

Admission. The student must possess a grade point average on the last 60 semester hours of at least 3.0 on a 4.0 scale, provide a minimum of two letters of recommendation from previous employers or academic professors, provide a statement of philosophy and goals of application in relation to the needs in the field and, if possible, arrange for a personal interview. Acceptance or

rejection of an applicant will be made after an evaluation of all of the above requirements is made.

Please see degree and program requirements for any additional admission information.

Comprehensive Examination: In addition to admission to the program and satisfactory completion of all coursework, each student must pass a written comprehensive examination before they are allowed to graduate.

Evaluation. Evaluation of the student's professional potential will be an ongoing process throughout the program. Continuation/exit requirements will be based on multiple criteria such as faculty interview, professional recommendations, recommendations of the advisor or other program faculty, academic ethics, successful completion of the comprehensive examination and potential for teaching handicapped infants and adults. The multiple criteria approach does not assume that each of these factors carry equal weights; any one factor might well outweigh all others.

Licensure. Students who seek Colorado licensure in an area of Special Education or request an institutional recommendation for licensure from UNC must meet Colorado teacher licensure requirements.

Students wishing to obtain Colorado licensure are required to pass proficiency examination(s). Students should contact the School of Special Education in McKee for information.

A master's degree or a school approved licensure program is required before the University of Northern Colorado will recommend the student for endorsement.

Students entering the licensure program must meet the same entrance requirements as the Master's degree students. They must also demonstrate achievement of all program standards through a combination of UNC coursework, prior coursework, or other approved documentation and completion of a licensure examination. However, a minimum of 15 semester hours must be taken at UNC.

For degree and program requirements, see:

Special Education M.A. – Visual Impairment Concentration (p. 120)

Orientation and Mobility (O&M) Endorsement (p. 189)

Teaching American Sign Language M.A. (p. 128)

Educational Leadership and Special Education Administration M.A. with dual licensure as a Principal and Special Education Director

The Master's (M.A.) degree program in Educational Leadership and Special Education Administration prepares candidates to become effective leaders and managers of educational programs and services at both the school building and school district levels of impact. Candidates for this degree complete coursework in applied

research/evaluation, the principalship, foundations of educational leadership, contextual understanding of systems, policy/legal/procedural information, program planning & organization, budget & resources, and parent/community engagement. The program provides opportunities for students to develop in-depth understanding about leadership roles and responsibilities, working with external environments, policy development, organizational behavior, and contemporary educational issues. The program prepares graduates to assume roles as building principals at elementary, middle, or high school levels: and district level positions as special education directors and/or central office administrators.

Upon successful completion of this program, students will earn a M.A. degree with dual licensure as a Principal and Special Education Director.

Graduate applications for this degree are evaluated by the Graduate School, Department of Educational Leadership and Policy Studies, and the School of Special Education. Entering students must possess a bachelor's degree from an accredited college or university. The M.A. Degree requires 39 semester hours of graduate study beyond the bachelor's degree. Satisfactory performance on a concluding activity demonstrating attainment of program outcomes and approved by faculty, in accordance with Graduate School policy, must be demonstrated.

For degree and program requirements, see:

Educational Leadership & Special Education

Administration Master of Arts with dual licensure as a Principal and Special Education Director (p. 89)

Educational Leadership and Special Education Administration Ed.S.

The interdisciplinary Educational Specialist (Ed.S.) degree program in Educational Leadership and Special Education Administration prepares candidates to become effective leaders and managers of educational program and services at both the school building and school district levels of impact. Candidates for this degree complete coursework in applied research/evaluation, the principalship, foundations of educational leadership, contextual understanding of systems, policy/legal/procedural information, program planning and organization, budget and resources, and parent/community engagement. The program provides opportunities for students to develop in-depth understanding about leadership roles and responsibilities, working with external environments, policy development, organizational behavior and contemporary educational issues. The program prepares graduates to assume roles as building principals at the elementary, middle, or high school levels: and district level positions as special education directors and/or central office administrators.

Graduate applications for this degree are evaluated by the Graduate School, Department of Educational Leadership and Policy Studies, and the School of Special Education.

Entering students must possess a master's degree from an accredited college or university. The Ed.S. degree requires 39 semester hours of graduate study beyond the master's degree. Satisfactory performance on a concluding activity demonstrating attainment of program outcomes and approved by faculty, in accordance with Graduate School policy, must be demonstrated.

For degree and program requirements, see:

Educational Leadership and Special Education Administration Ed.S. (p. 132)

Special Education Ph.D.

The Ph.D. program in Special Education is designed to prepare candidates in theory, pedagogy, research methodology, evidence-based practice, public policy and advocacy, and collaboration. The philosophy of the doctoral program is based on the concept that learning is an active, self-regulated process. The doctoral program is composed of required courses in special education, research methods, electives, research tools, and requires the completion of a dissertation. Doctoral learners are guided through their program by their advisor (who usually serves as Research Chair for the dissertation) and a committee of faculty from special education and other disciplines. The doctoral dissertation is defended by the Doctoral Learner in a committee meeting open to the campus community. The program can be completed in 3-5 years, depending on enrollment status (full- or part-time) and professional goals.

In joint planning sessions, the doctoral learner and advisor, in consultation with the doctoral committee, should establish a tentative doctoral plan of study during the first and second semesters on campus. This plan should be based on past experience and training and on the student's interests and goals. The plan of study must include an emphasis on critical thinking, breadth and depth of theoretical understanding, scholarship, methods of inquiry, direct experiences in schools with diverse populations, and collaboration with faculty and student colleagues. Doctoral learners are expected to become stewards of the discipline, demonstrating: a) the ability to conduct research and scholarship; b) an understanding of the history and foundational ideas of special and gifted education; and c) the ability to represent and communicate ideas effectively and clearly.

Each applicant must receive a positive recommendation from representatives of the School of Special Education faculty to be recommended for admission to the Graduate School.

Admission Requirements

The School of Special Education accepts applications from doctoral applicants throughout the year. However, complete applications must be received by **April 1** to be considered for admission beginning summer or fall

semester. International applicants must submit all required materials by **March 15**. Applications are reviewed by the Doctoral Admissions and Review Committee, and every artifact submitted [see below] will be considered when making a decision.

The committee typically meets every three weeks during the academic year. Applications received during the summer term may not be reviewed until fall semester. Students are encouraged to begin their program of study during the summer term.

Doctoral applicants meet the Graduate School minimum criteria for admission if they have a GPA of at least 3.0 on a 4.0 scale on the most recently completed degree, scores of at least 140 on the quantitative and 146 on the verbal sections of the GRE-General Test with a combined score of at least 297 and an analytical writing score of at least 3.5. Please see general university requirements for admission for doctoral applicants.

The doctoral application is a two-step process: (a) completion of the admission application (www.unco.edu/graduate-school/admissions/domestic-admissions.aspx), submitted to the Graduate School; and (b) submission of the additional artifacts, listed below, to the School of Special Education, Doctoral Admissions and Review Committee, Campus Box 141, Greeley, CO 80639.

In addition to the minimum GPA and GRE requirements for the Graduate School admission, a strong doctoral application to the School of Special Education includes:

1. A resume that highlights the applicant's professional experience working with children or youth and excellent demonstration of leadership potential through presentations, publications, grants, or professional service;
2. A written statement (3-5 page, 12 font, double spaced) that addresses the following:
 - a. Your interest in a particular area of exceptionality (e.g., learning disabilities, autism, deaf or hard of hearing, transition, gifts and talents);
 - b. A brief discussion of some of the trends in that area of your chosen exceptionality; and,
 - c. Your future goals after you earn a doctorate in special education from the University of Northern Colorado. Your future goals should focus on teaching, research, and leadership in the field of exceptionalities.
3. A published or professional writing sample that is thoughtful; communicates effectively; illustrates thorough understanding of academic scholarship that demonstrates strong and logical linkages among the question(s), the results/findings, and conclusions; is both technically and mechanically correct; and is completed in an exemplary manner.

4. Three names, titles, and contact information for references. It is recommended that at least one of these references be a former professor who can comment on the applicant's ability to succeed at the doctoral level.

In addition, the applicant may be invited to participate in an in-person, telephone, or internet-conference interview. The interview will evaluate specific and positive demonstration of interpersonal skills, with clear indication of potential in all areas: effective practitioner, scholar, advocate, and educational leader.

International Applicants:

Admissions requirements for international applicants include the same requirements mentioned above. In addition, all applicants, including applicants who have successfully completed a master's degree in the US, whose native language is not English, must meet a minimum TOEFL (Test of English as a Foreign Language) score of 80 on the internet based (iBT) test. Applicants may request the Educational Testing Service (ETS) to send an official TOEFL score report directly to the University of Northern Colorado. The institution code for the University of Northern Colorado is 4074. Materials from international applicants will not be reviewed until the Doctoral Admissions and Review Committee receive official TOEFL scores.

If you have questions or concerns regarding the application process, please contact Dr. Silvia Correa-Torres at silvia.correa-torres@unco.edu or 970-351-1660.

For degree and program requirements, see:

- Special Education Administration Licensure (p. 189)
- Special Education Ph.D. (p. 161)
- Special Education Doctoral Minor (p. 172)

School of Teacher Education

Director: Jingzi (Ginny) Huang, Ph.D.

Location: McKee 216

Telephone: 970.351.2908

Website: www.unco.edu/cebs/teacher-education/

Faculty: Margaret Berg, Ph.D.; Kim Creasy, Ph.D.; James A. Erekson, Ph.D.; Matthew Farber, Ed.D.; Derek Gottlieb, Ed.D.; Jenni L. Harding Middleton, Ed.D.; Michelle Holmes, Ph.D.; HyunJung (Hannah) Kang, Ph.D.; Jean Kirshner, Ph.D.; Heng-Yu Ku, Ph.D.; Christine Kyser, Ed.D.; Jody K. Lawrence, Ph.D.; Kimberly Arnold Mahovsky, Ed.D.; Madeline Milian, Ed.D.; Christine McConnell Moroye, Ph.D.; Deborah Romero, Ph.D.; Brian Rose, Ph.D.; Amanda Rutter, Ed.D.; Suzette Youngs, Ph.D.

Professor Emeritus: Thomas A. Griggs, Ph.D.; Kathleen O'Neil, Ph.D.; Susan A. Thompson, Ed.D.; Dana Walker, Ph.D.

Cumbres prepares Hispanic/Latino students to teach with an English as a Second Language or bilingual education endorsement.

Location: McKee 262

Telephone: 970.351.2417

Prior-learning experience policy:

CDE approved CLD professional development in compliance with CO ELL Standards:

Students who successfully completed a CDE Endorsed Professional development program, evidenced by the EL PD Approved Program Certificate and deemed appropriate by the program area faculty, may request 3 credits for ECLD 513 for partially fulfilling UNC CLD endorsement program requirement. This awarded credit will, in effect, be counted as 3 credits of ECLD 513 to substitute for the required 3 credit hours of ECLD 593 in UNC's CLD endorsement program. To request academic credit, the EL PD Approved Program Certificate must be submitted to the Graduate School.

CLD based practicum:

Students who successfully completed a Practicum, as described below and evidenced by District 6 Certificate of Completion, may request 3 credits to partially fulfill UNC CLD endorsement program requirement. This awarded credit will, in effect, waive the required 3 credit hours of ECLD 604: *Successful completion of a 40-hour CLD field experience under the direction of District 6 professional development staff, designed in conjunction with the UNC CLD faculty. The field experience consists of observations, co-teaching or teaching in one's own class (with a minimum of 6 ELLs in the class), coaching, and reflections on practice.*

To request academic credit, the District 6 Certificate of Completion must be submitted to the Graduate School.

Verifying Your Identity:

If you intend to apply for a Colorado Teacher License after completing a teaching licensure program at UNC, please note that the Colorado Department of Education (CDE) requires that you must open a COOL account with CDE and you must have a Social Security Number in order to open the COOL account. Please see the important information regarding "Setting up your COOL Account" at www.cde.state.co.us/cdeprof/fingerprints. In addition, as part of the licensure process, CDE requires that you must affirm your identity. This affirmation is called "verifying your identity." Under CDE's current requirements, you cannot receive a Colorado Teacher License without "verifying your identity." Please see the important information regarding "Verifying Your Identity" here: www.cde.state.co.us/cdeprof/verification_identificati on. You should check the two webpages above, and other

webpages regarding Colorado Teacher Licensure, frequently for any changes.

Education M.A.T.

The Master of Arts in Teaching degree provides experienced practitioners with the knowledge, abilities, and dispositions needed to scaffold their own professional development toward a vision of accomplished practice. Candidates in this program analyze philosophical and contemporary practices and theories relating to knowledge acquisition as a means of enhancing student learning and the curriculum development process within school systems. Three abilities are emphasized throughout the program: critical reflection, systematic inquiry, and collaboration. Teacher participants use these abilities to plan and implement a series of learning and assessment projects for the purpose of improving students' learning and achievement. The M.A.T. program provides opportunities to develop in-depth understanding of content-specific pedagogy, the curriculum development process, teacher research, and portfolio approaches to teaching and learning. Teachers are encouraged to become school leaders as they gain confidence working with increasingly diverse groups of children, parents, and colleagues. The program has several concentrations: in Elementary Education including Post Baccalaureate initial licensure, Curriculum Studies, Culturally and Linguistically Diverse Education, and English Education. The latter three programs require one year of successful classroom teaching experience for graduation.

For degree and program requirements, see:

Education M.A.T. – Curriculum Studies Concentration (p. 86)

Education M.A.T. – Elementary Education with Licensure Concentration (p. 86)

Education M.A.T. – English Education Concentration (p. 87)

Education M.A.T. – Culturally and Linguistically Diverse Education Concentration (p. 88)

Educational Studies Ed.D.

The Ed.D. in Educational Studies prepares candidates to understand the relationship among research, policy, and practice in education in order to contribute to reforming educational systems. Candidates complete an educational studies core, a multidisciplinary cognate, a research core, and a dissertation. The program prepares candidates to assume roles as university faculty members, educational leaders in school districts and state and federal agencies, district level curriculum specialists, and to assume leadership roles in nonprofit and private sectors.

Graduate applicants for this degree must have evaluations by the School of Teacher Education, in addition to the Graduate School, in order to determine admissibility.

Programs of study for degree candidates will be individualized to meet candidate's career goals. A minimum of 64 semester hours are required for the completion of this program. The extent of an individual's program will be dependent upon previous college work and professional experience.

For degree and program requirements, see:

Educational Studies Ed.D. (p. 147)

Educational Technology

Educational Technology oversees the degree programs in Educational Technology and related certificate programs. Educational Technology also supports teacher preparation with technology-rich method courses for various preparation programs. Graduate courses are offered in both face-to-face and online formats. Face-to-face classes within the program generally meet once a week; evening classes are available to support local and commuting students that work full time. Programs may be pursued on a part-time basis (although there are specific University limits on total program length and continuous registration).

Educational Technology MA and Ph.D. programs are accepting applications on a continuous basis. Defining a new learning environment requires a set of technologies and social practices where meaning is delivered and consumed in new formats. The MA program provides a rigorous but practical experience in educational technology, innovation, and pedagogical practices. The Ph.D. program in Educational Technology builds a deep theoretical base in critical and innovative pedagogy as well as developed technology application skills. The Ph.D. program culminates in a dissertation of original research in the field.

Our faculty encourages collaborative research and other scholarly projects, and coursework offers opportunities to publish research and present it in scholarly venues. The goal of the programs is to develop education professionals and classroom teachers that have foundational theoretical knowledge of technology-infused pedagogy for transformative teaching and learning. Graduates work in a variety of learning contexts (K-12, higher education, online environments, military training, business/organizational, and international settings), as scholars, educators, professional developers, chief officers, program developers, and consultants.

Educational Technology M.A.

The Master of Arts (MA) in Educational Technology provides an advanced degree in technology knowledge and pedagogical practices that culminates with a comprehensive exam. Graduates work in a variety of learning contexts (K-12, higher education, online environments, military training, business/organizational, and international settings) as scholars, educators,

professional developers, program developers, and consultants. Collaborative research and other scholarly projects are encouraged among students and faculty. Students are encouraged to publish research and present it in scholarly venues. The program is designed to be rigorous but practical.

The faculty in the program review applications on a continual basis. The priority application deadline for spring program admissions is November 15; the application deadline for summer and fall program admissions is April 15. Applications require a two-page statement of intent, three letters of reference, and transcripts from previous undergraduate and graduate work. The statement of intent should specifically address educational experience and future goals and how this program is a good match for your aspirations.

Program Admission and Completion Requirements:

Admission criteria follow the UNC Graduate School expectations and include the expectations of minimum GPA. Once admitted, the student will work closely with their academic advisor to develop a plan of study that meets the individual professional needs. While all students are expected to complete the core content and research courses, electives are selected to tailor the program to meet various professional foci within the field of educational technology. A MA degree in Educational Technology will be conferred with a minimum of 30 credits beyond the undergraduate degree and successful completion of a comprehensive exam. Once admitted to a program, students must maintain a satisfactory grade point average of 3.2.

For degree and program requirements, see:

Educational Technology, M.A. (p. 91)

Educational Technology Ph.D.

The Doctor of Philosophy in Educational Technology provides a terminal degree in educational technology that culminates in a dissertation of original research in the field. Graduates work in a variety of learning contexts (PK-12, higher education, online environments, military training, business/organizational, and international settings) as professors, researchers, consultants, innovation officers, and scholars. Collaborative research, design, teaching, and other scholarly projects are encouraged among students and faculty. The program is research-focused and designed to be rigorous but practical. Students are expected to engage in theoretical and practical experiences throughout the program documented in the comprehensive exam process.

The doctoral faculty in the educational technology review applications in both fall and spring semesters. Admission criteria follow the UNC Graduate School expectations and include the expectations of minimum GPA. Applications require a two-page statement of career goals, three letters

of reference, and transcripts from previous undergraduate and graduate work. The statement of career goals should specifically address how this degree program will assist the applicant in furthering their skills and knowledge and applying them in the future.

The applicant must also complete a short interview scheduled with the doctoral faculty. The interview may be conducted in person or through digital technologies. International students are encouraged to apply early in order to be able to handle passports, visas, and other issues in a timely manner. Potential students with limited English abilities are encouraged to examine the application options available through the University's Center for International Education. In many cases, students may be admitted to an academic program, but begin their studies in the Intensive English Program.

Once admitted, the student will work closely with their academic advisor to develop a plan of study that meets the individual professional needs. While all students are expected to complete the core content and research courses, electives are selected to tailor the program to meet various professional foci within the field of educational technology. Once admitted to a program, students must maintain a satisfactory grade point average of 3.2.

MA en route to Ph.D.

A student who has been admitted into the Educational Technology Ph.D. program may complete the ET Master's degree en route to completion of the doctoral degree. Students are required to submit a plan of study for both the master's and doctoral degrees. Once admitted to the Ph.D., students seeking the MA en route to the Ph.D. will complete the 30 credit MA program but may participate in doctoral classes concurrently. Students must complete all program requirements (including the comprehensive examination) for the MA degree in addition to the minimum requirements for the Ph.D. No courses applied to the Educational Technology MA degree may be used in the Educational Technology Ph.D. plan of study. Students must be conferred with the MA degree prior to admission to doctoral candidacy.

Comprehensive Exam Expectations

Students must complete both Phase I and Phase II of the Comprehensive Exam Expectations in order to schedule a Comprehensive Oral Exam with the Graduate School. It is encouraged to complete Phase I prior to beginning Phase II, but it is acceptable to complete both Phases in the same semester. Phase II cannot be completed in a semester prior to the completion of Phase I.

Phase I - Electronic Showcase Portfolio

Students will work on constructing an electronic portfolio over the duration of their coursework. The expectation is that coursework may contribute to the items showcased in the portfolio, however, work beyond the course

assignments is expected. Work conducted outside of a course is also acceptable. The portfolio is divided into 5 areas and may be completed in any order.

5 areas of portfolio:

1. Applications of Educational Technology
2. Engagement in Research Practices
3. Demonstration of Innovative Pedagogy
4. Participation in Professional Collaboration
5. Awareness of Critical, Social, and Global Perspectives

Phase II - Written Exam

Students will complete a take-home written exam consisting of two questions. The exam will be conducted over a set two-week period each semester.

Dissertation Format Options

- Traditional 5-chapter format consists of Introduction, Literature Review, Method, Findings, and Discussion.
- Articles format consisting of Introduction, Literature Review, Method, at least three chapters containing one Publishable Article each, and Conclusion.

For degree and program requirements: see:
Educational Technology, Ph.D. (p. 148)

Educational Technology Graduate Certificate Program

The certificate available from the Educational Technology program provides an individual with focused expertise at the graduate level in Innovative Pedagogy. The Educational Technology graduate certificate program is intended for degree and non-degree seeking graduate students interested in developing specific expertise in digital education. It intends to meet the demands for technology-rich skills among professionals in educational contexts.

For program requirements, see:
Educational Technology - Innovative Pedagogy
Graduate Certificate Program (Non-Degree) (p. 177)

Literacy M.A.

The Literacy M.A. graduate program prepare students to be inquiring practitioners who seek knowledge and experiences about literacy processes and practices.

These evolving scholars are guided and encouraged to pursue knowledge, commit to inquiry, engage in problem solving related to literacy processes and practices, and participate as leaders in literacy related activities. The inquiring practitioners learn to use literacy knowledge, practices, and processes to serve the changing technological, diversity, and literacy education needs of dynamic local and global environments.

Admission. Applicants must have one year of full-time teaching experience, an overall 3.0 GPA on the last 60 semester hours; must complete the Literacy program Application and have three letters of recommendation sent to the Coordinator of the Literacy Program in McKee Hall. Upon receiving formal notification of admission a student must meet with their assigned advisor to plan a program of study.

There are several steps to the evaluation of the Literacy Program as well as to the evaluation of the students enrolled in the Literacy M.A. degree program. The evaluation process is ongoing. For admission into the Graduate School and admission into the Literacy M.A. degree program a student must complete and submit specific documents (Graduate School application, Literacy program application, three letters of reference and a resume) that Literacy program faculty members review and evaluate. As a student takes courses, they complete a university generated course evaluation form and may be asked to complete an instructor developed evaluation form. When a student reaches the mid-point of taking the eleven reading courses (after five courses), the student and the student's advisor meet to complete a progress interview. The purpose of the interview is for the student to reflect upon their performance to date, as well as to make known their evaluation of the strengths and needs of the Literacy program. At the conclusion of all the Literacy M.A. degree coursework, a student completes a synthesis notebook and oral defense or completes a thesis. Following the successful completion of the synthesis notebook and oral defense or thesis defense, the student completes an exit survey evaluating all of the elements of the Literacy program that the student has participated in and completed. Two years after graduating from the Literacy program with a Master of Arts degree the student will be asked to complete another survey and to reflect on their overall program experience.

Endorsement

By completing the Master of Arts degree in Literacy students fulfill the requirements for institutional recommendation for endorsement as a K-12 Reading Teacher. Students seeking endorsement must provide evidence of two or more years of teaching experience in an accredited and/or established elementary, middle, or secondary school while holding a Type A or teaching license equivalent certificate before such recommendation is made. Students wishing to obtain Colorado licensure in reading are required to pass a State of Colorado administered proficiency examination PLACE Reading Teacher. Students should contact the Licensure Officer in McKee for information.

For degree and program requirements, see:
Literacy M.A. (p. 100)

Multilingual Education M.A. - Teaching English to Speakers of Other Languages (TESOL)

The Master of Art in Multilingual Education: TESOL prepares students with advanced knowledge, skills, and cross-cultural competencies to work in the field of TESOL (Teaching English to Speakers of Other Languages) in international or non-K-12 (adult education) domestic settings, or engage in language education in multilingual settings.

Admission:

For admittance to the proposed program, students should be successfully admitted to the University as a degree seeking graduate student: An earned Bachelor's degree from an accredited institution; GPA of 3.00 or better, on a 4.00 point scale, from the most recent degree earned or current degree in progress; For international students: TOEFL at 80 or above; IELTS at 6.5 or above. Applicants should review the Insufficient English Language Proficiency policy, which provides information about the Intensive English Program at UNC.

For degree and program requirements, see:

Multilingual Education M.A. - Teaching English to Speakers of Other Languages (TESOL) (p. 103)

Multilingual Education M.A. - World Language Licensure Program

Admission:

For admittance to the proposed program, students should be successfully admitted to the University as a degree seeking graduate student: An earned Bachelor's degree from an accredited institution; GPA of 3.00 or better, on a 4.00 point scale, from the most recent degree earned or current degree in progress; English proficiency requirement for international students: TOEFL at 80 or above; IELTS at 6.5 or above.

Location of offering:

The program will be offered on UNC campus and through distant learning format to those who cannot be physically in Greeley. International students may more likely take the courses face-to-face though they may, if they choose, take courses online via technology in their own countries.

For degree and program requirements, see:

Multilingual Education M.A. - World Language Licensure Program (p. 104)

Secondary Pedagogy M.A.T. - Licensure: Secondary Licensure (Grades 7-12)

The Secondary Pedagogy M.A.T. - Licensure: Secondary Licensure (Grades 7-12) program provides prospective teachers in secondary English/Language Arts, Social Studies, Math, and Science with the requisite knowledge and ability for obtaining licensure in these areas, as well as

both the practical skill necessary to achieve success in their future classrooms and the disposition to critical, research-based reflection associated with continuous professional improvement over the course of a career. The program provides in-depth knowledge of data-driven and practitioner-endorsed classroom practices in each content area, the skills necessary to engage in research and reflection upon one's own work, and the habits of mind involved in establishing and maintaining collaborative relationships with colleagues and administrators.

For degree and program requirements, see:

Secondary Pedagogy M.A.T. - Licensure: Secondary Licensure (Grades 7-12)

Teaching Diverse Learners M.A.

This MA degree program is designed for currently licensed teachers, such as those who hold Early Childhood, Elementary or Secondary licenses, who wish to receive added endorsements in the areas of Special Education Generalist and Culturally Linguistically Diverse Education. The program is a blended design that incorporates all courses and field experiences necessary to receive both endorsements, and a Master of Arts Degree.

For degree and program requirements, see:

Teaching Diverse Learners M.A. (p. 129)

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES (HSS)

University Programs

Graduate Programs (p. 73)

Office of the Dean

Associate Dean: Chris Marston, Ph.D.

Location: Candelaria 0215

Telephone: 970.351.2707

Website: unco.edu/humanities-social-sciences

The College of Humanities and Social Sciences offers a broad range of academic pursuits. Our major areas of study are organized in 14 units designated as schools, departments or programs. These various disciplines give students a fuller understanding of the past, present, and future roles of both the individual and society in shaping human experience. The humanities and the social sciences are cornerstones of a liberal arts education. In courses and other learning experiences provided by the college, students become familiar with the most significant accomplishments of the human intellect and spirit and gain appreciation for the potential we have as humans and as societies.

Scholars in the humanities study many aspects of human existence, such as written and non-written evidence of human progress and how human creativity both reflects the world around us and helps to shape it. The humanities consider how systems of thought and knowledge have developed over time and how they continue to influence our decisions today. Humanistic inquiry asks how events in the past affect the present and how understanding the past can help us shape the future. The humanities produced the first thinkers who formally examined how different cultures and ethnicities approach common needs and how they express commonly held aspirations in diverse ways. Some humanities disciplines demonstrate how language mirrors our identity and opens windows to the world, while others study ways in which humans have learned to cooperate in order to articulate their values and accomplish their goals.

With goals closely related to those of the humanities, the social sciences view the world around us as a laboratory for observation, experimentation, and the advancement of new ideas and practices. Social scientists strive to understand the human capacity for adapting to changing environments and circumstances. Some disciplines examine systems of exchange, communication, and organization. Others study the ways in which humans identify and assert themselves as individuals and as groups, and they learn from the experiences and interaction among people in different times, circumstances, and places.

The College of Humanities and Social Sciences is committed to the liberal arts tradition of advancing human knowledge through serious scholarship, superior instruction, and the freedom of academic inquiry. The faculty employs the latest teaching and learning technology while emphasizing accessibility and the benefits of student-teacher interaction. Humanities and Social Sciences majors are broadly educated to think critically and independently, to articulate ideas and appreciate diverse perspectives, and to exercise reason and make informed judgments. These tools prepare graduates for life in a complex world, help them enter a wide variety of professions, and lay the foundations for lifelong learning.

Department of Chicana/o and Latinx Studies

Location: Candelaria Hall 0140

Email: HSS@unco.edu

Website: www.unco.edu/hss/chicana-chicano-latinx-studies/

For degree and program requirements, see:

Mexican American Studies Advanced Graduate Certificate Program (p. 179)

Mexican American Studies Graduate Certificate Program (p. 179)

Department of Communication Studies

Location: Candelaria 1265

Email: HSS@unco.edu

Website: unco.edu/hss/communication-studies/programs/

Faculty: Linda S. Allen, Ph.D.; Thomas G. Endres, Ph.D.; James A. Keaten, Ph.D.; Sherilyn R. Marrow, Ph.D.; Heidi Muller, Ph.D.; David L. Palmer, Ph.D.; Charles E. Soukup, Ph.D.

The focus of the communication discipline is on the process of human message exchange. Classes in communication studies (COMM) emphasize the examination of theories and research relevant to the field of communication and personal improvement in communication ability.

Communication M.A.

This program focuses on the study of human symbolic interaction. Students will emphasize coursework relevant to rhetorical and communication theory, interpersonal and group communication, and communication research methods.

Graduates of this program will advance their current professional careers, prepare themselves for careers in

business and industry requiring expertise in human communication or prepare themselves to apply for a Ph.D. program in communication.

For degree and program requirements, see:

Communication M.A. (p. 82)

Department of Criminology and Criminal Justice

Location: Candelaria Hall 2249

Email: HSS@unco.edu

Website: unco.edu/hss/criminology-criminal-justice

Faculty: Patrick Brady, Ph.D.; Sarah Goodrum, Ph.D.; Brian Iannacchione, Ph.D.; Victoria Terranova, Ph.D.; Kyle C. Ward, Ph.D.

Criminology and Criminal Justice M.A.

The master's program in Criminology and Criminal Justice is designed to be completed in two years by working professionals. It emphasizes the importance of furthering society's ideals of a fair-minded and unbiased system of justice as embraced by the rule of law. The concept of "best practices" is an overarching theme in all core classes. Students will be informed of current research regarding effective practices in all aspects of criminal justice, will develop the ability to make informed decisions regarding practices for their particular areas within the system, and will acquire the knowledge and skills to be more capable supervisors in criminal justice organizations and agencies by making use of research findings that support effective policy planning and programming.

Students receiving the M.A. in Criminology and Criminal Justice will be competent in research methodology and writing skills and will possess an increased understanding of the theoretical foundations for crime causation. The M.A. may be the foundation for further advanced graduate work or may serve as a terminal degree.

In addition to meeting the requirements of the Graduate School, the applicant must submit a letter of application outlining their career and educational goals. Two letters of recommendation must be provided.

For degree and program requirements, see:

Criminology and Criminal Justice M.A. (p. 82)

Department of English

Location: Ross 1284

Email: HSS@unco.edu

Website: www.unco.edu/hss/english/

Faculty: Roger Austin, Ph.D.; Stacy R. Bailey, Ph.D.; Kristin Bovaird-Abbo, Ph.D.; Lauren Brentnell, Ph.D.; Yavanna Brownlee, Ph.D.; Kenneth Chan, Ph.D.; Joseph Chaves, Ph.D.; Sarah Cornish, Ph.D.; Simon Cropp, M.A.; Melody Denny, Ph.D.; Molly Desjardins, Ph.D.; Lahcen E.

Ezzaher, Ph.D.; Brandon Hardy, Ph.D.; Burke Hilsabeck, Ph.D.; Jeraldine Kraver, Ph.D.; Zachary Lundgren, Ph.D.; Andreas Mueller, Ph.D.; Marc Santos, Ph.D.; Tracey A. Sedinger, Ph.D.; Tara Wood, Ph.D.; Lisa H. Zimmerman, M.F.A.

The discipline of English deals with literature and language and other related subjects such as creative writing, film, folklore, myth, and cultural studies. Creative artists refuse to be limited in their subjects or approaches.

Literature, as one writer has said, is "an eloquent artistic document, infinitely varied, of mankind's journey; the autobiography of the race's soul." The questions we ask in studying literature are as "infinitely varied" as those asked by poets, playwrights and novelists: What does it mean to be human? How is the individual related to society? By what values should one lead their life?

The study of literature and language requires rigorous discipline and sensitivity, a strict adherence to the highest standards of logic, evidence and argumentation, as well as creative response to language and form. One learns to think, research and write critically, while simultaneously developing sensitivity to language and to the complexities of people and situations.

English M.A.

The master's degree program provides focused, in-depth study of literature, practical experiences in literary criticism and research and opportunities for advanced levels of writing. Judicious selection of courses under the guidance of the student's advisor may provide additional focus to the program through special course clusters in areas such as pedagogy, literary theory, rhetoric/composition, or specific periods of interests.

Graduates of the program will be prepared to enter a wide range of fields and/or to pursue additional advanced levels of study such as the Ph.D. in English. The program enables teachers currently in the field to develop special areas of interest, to pursue these in depth, and to enhance their skills in teaching, research, and writing. In addition, graduates can pursue professional study in law, theology, medicine (with appropriate science and mathematics preparation), library science, communications, media, and business. The M.A. in English is excellent preparation for any profession or occupation that stresses language usage, such as writing.

For degree and program requirements, see:

English M.A. (p. 92)

Department of Geography, GIS, and Sustainability

Location: Candelaria 2200

Email: HSS@unco.edu

Website: unco.edu/hss/geography-gis-sustainability/

Faculty: Karen S. Barton, Ph.D.; James P. Doerner, Ph.D.; Katherine M. Johnson, Ph.D.; Phil Klein, Ph.D.; Jieun Lee, Ph.D.; Chelsie Romulo, Ph.D.; Jessica Salo, Ph.D.

The Geospatial Technology field is considered a high growth industry by the United States Department of Labor. The Department of Labor's High Growth Profile report states the market for geospatial technology is "growing at an annual rate of almost 35 percent, with the commercial subsection expanding at the rate of 100 percent each year." This has produced a dramatically growing demand for GISci specialists. The ever expanding sophistication required for GISci positions has encouraged both graduating undergraduates and working professionals to seek out advanced geospatial training.

Department of History

Location: Ross Hall 3270

Email: HSS@unco.edu

Website: unco.edu/hss/history/

Faculty: Joan L. Clinefelter, Ph.D.; Fritz Fischer, Ph.D.; Jamie Fogg, M.A.; Aaron Haberman, Ph.D.; Jiacheng Liu, Ph.D.; T.J. Tomlin, Ph.D.; Robert G. Weis, Ph.D.; Michael Welsh, Ph.D.; Corinne Wieben, Ph.D.

The discipline of history concerns itself with the record of the human past, thereby forming an indispensable background for all other areas of knowledge, whether in the humanities, social sciences or sciences.

It is the role of the History program at UNC to offer a series of courses that address the significant events in the human past for the purpose of liberally educating students from all areas of the University. The program has a second, but no less important, role in training teachers at both the graduate and undergraduate levels.

Scholarships

Master's degree candidates are encouraged to apply for the Oliver M. Dickerson stipend presently established at \$1,000-\$4,000 per academic year. Application should be made to the Coordinator of Graduate Studies, Department of History, UNC, Greeley, CO 80639.

For additional resources: See "Financial Aid (p. 24)."

Center of Excellence.

The University has designated the Department of History as a Center of Excellence. In 2002, the department was given a University award for "Departmental Excellence in Teaching."

History M.A.

The master's degree in history has been designed with several options in mind. It may be taken as a foundation for further advanced graduate work; as part of an individualized program that prepares students for a secondary teaching career; or as a terminal degree. Whichever option a student selects, faculty will stress the development of research techniques, analysis of historical data and expository writing skills.

Students receiving a master's degree in history will be competent in research methodology, writing skills and content in selected areas of history. Opportunities include advanced work in history, teaching at the secondary level (with licensure) or in junior and community colleges. Additionally, graduates may apply for professional schools, e.g., in law, library science, theology, museum curatorship and archival work.

For degree and program requirements, see:
History M.A. (p. 98)

Department of Sociology

Location: Candelaria 2285B

Email: HSS@unco.edu

Website: unco.edu/hss/sociology

Faculty: Rebecca A. Beals, Ph.D.; Angela Henderson, Ph.D.; Melanie Moore, Ph.D.; Kyle Anne Nelson, Ph.D., M.P.H.; Harmony Newman, Ph.D.

Emeritus Faculty: John W. Fox, Ph.D.; Pamela Hewitt, Ph.D.; Karen Jennison, Ph.D., James P. Marshall, Ph.D.; David Musick, Ph.D., Daniel F. O'Connor, Ph.D.; Phil Reichel, Ph.D.; Jacqueline Bloom Stanfied, Ph.D.; Richard Trahan, Ph.D.; John A. Vonk, Ph.D.

The UNC Department of Sociology is dedicated to the academic understanding and analysis of social, cultural and institutional aspects of human life. At its core, the sociological mission is rooted in social theory and the scientific method; we strive to empower students with the theoretical and analytical skills necessary to understand and evaluate an increasingly complex society, both globally and locally. We prepare students for work in both public and private sectors of the economy including the areas of education, health, government, social welfare, marketing, and research. In addition, our department is dedicated to building sociological knowledge and skills that are applicable to advanced academic and post-graduate degrees.

Sociology M.A.

The master's program in Sociology centers on the application of sociological theory and research methods to various social problems experienced by groups, communities, organizations, schools, and governmental bodies.

Applied Concentration:

The applied concentration program culminates in a professional research report based on the Research Internship experience.

Thesis Concentration:

Students who are interested in conducting a thesis project must consult their advisor and apply for this option to the Sociology graduate faculty during their second semester of study. The thesis requires six SOC 699 credit hours to be taken in 3-credit increments. Completion of the thesis also requires oral defenses of the proposal and the final draft before a faculty committee.

Admission:

In addition to meeting the Graduate School requirements, the following materials should be submitted to the Sociology department:

- A letter of intent including research/teaching interests and specific career
- Two letters of recommendation

Students are strongly encouraged to review the research areas of the Sociology faculty on our website and contact faculty in whose research they are interested. The student must meet with a graduate advisor during the second semester of the program to determine a course of study and pursuit of either the Thesis or Applied Concentration. Assistantships including stipends and partial tuition waivers are offered on a competitive basis each semester. Graduate application deadline to be considered for fall semester assistantships is April 1st.

For degree and program requirements, see:

Sociology M.A. – Applied Concentration (p. 116)

Sociology M.A. – Thesis Concentration (p. 117)

Department of World Languages and Cultures

Location: Candelaria Hall

Email: HSS@unco.edu

Website: unco.edu/hss/world-languages-cultures/

Foreign Languages M.A. – Spanish Teaching Concentration

The master's program is designed for the secondary school teacher of Spanish and concentrates on the development of a high level of functional proficiency in the four language skills - listening, reading, speaking, writing - and in four general content areas - civilization, language, literature, pedagogy. The most recent methodologies are studied and researched.

Students may complete the M.A. degree:

- In summers only on the Greeley campus or
- By combining summer studies with regular academic year program offerings
- By combining one summer of study at the University of Salamanca, Spain with the above programs.

For degree and program requirements, see:

Foreign Languages M.A. – Spanish Teaching Concentration (p. 95)

KENNETH W. MONFORT COLLEGE OF BUSINESS (MCB)

University Programs

Graduate Programs (p. 73)

Office of the Dean

Dean: Sher R. Gibbs, Ph.D.

Associate Dean: Keiko Krahnke, Ph.D.

Location: Kepner 2053

Telephone: 970.351.2764

The College of Business was established in the summer of 1968 as an autonomous degree-recommending unit, with a primary mission to provide education for business administration.

Recognized in 2000 by CCHE as a Colorado Program of Excellence, the College has become an integral part of the University and is committed to advancing the Mission, Goals and Values of UNC (as specified in earlier pages of this Catalog). The College’s own mission statement has been developed to support that of the University.

Performance based standards for degree programs in the Kenneth W. Monfort College of Business are available online at www.mcb.unco.edu.

Introduction: Monfort College of Business

In the Monfort College of Business highly-qualified faculty teach in reasonable class sizes (average of 30) in a technology-rich environment. The program is complimented by state-of-the-art learning facilities, an executive professor program, and an approach to learning that links theory with practice. MCB remains as the only business program in U.S. history to receive the **Malcolm Baldrige National Quality Award**.

Mission Statement

To provide excellent primarily undergraduate and focused graduate business programs and related learning opportunities that prepare the individuals for successful careers and responsible citizenship in a global society. We accomplish this by focusing our efforts in teaching, research and service to benefit student learning.

AACSB Accreditation

The Monfort College holds AACSB-accredited status in business administration and accounting. AACSB International (The Association to Advance Collegiate Schools of Business) is the premier accrediting agency for business school quality in the U.S. The Monfort College’s programs have been AACSB-accredited since 1992.

Master of Business Administration

MBA Director & Advisor: Abe Harraf, Ph.D.

Location: Kepner 1090D

Telephone: 970.351.1116

Website: mcb.unco.edu/programs/graduate-programs.aspx

Faculty: Abe Harraf, Ph.D., Cris de la Torre, Ph.D., J.D.; Constantin Gurdgiev, Ph.D.; Vish Iyer, Ph.D.; Keiko Krahnke, Ph.D.; Denny McCorkle, D.B.A.; Philipp Schaberl, Ph.D.; Isaac Wanasika, Ph.D.; William Wilcox, Ph.D.

The Master of Business Administration at University of Northern Colorado is designed to prepare the students for managerial positions in for profit, not-for-profit and government settings. The flexibility of the program allows for both part time and full time students to take advantage of the state of the art curriculum under supervision of experienced faculty whose academic and professional experience garnered the prestigious Malcom Baldrige award for the college.

Each course blends theoretical and practical aspect of decision making under varied business conditions enabling students to apply their academic and professional experiences in solving the challenging and ever-changing managerial problems. The program is intended to utilize an integrated approach across functional disciplines equipping students to approach their managerial roles and responsibilities holistically throughout their professional life. The program also provides an opportunity to all qualified students to pursue their graduate business course of study regardless of their undergraduate major.

The program consists of non-credit required modules, core courses, and elective credits that will culminate in a concentration.

MBA Program Learning Goals and Objectives

As part of the Monfort College of Business’ continuous improvement efforts, it has developed the following learning goals and objectives. The outcomes related to these learning goals and objectives are measured and the results are reviewed by faculty. Corrective actions are taken as needed to ensure a superior learning experience for our students.

Learning Goals	Learning Objectives
Demonstrate proficiency with key business knowledge	Students will be able to integrate knowledge from all business disciplines applying current and emerging business knowledge and technology to make decisions in complex environments, and propose

	feasible alternatives at a proficient level.
Demonstrate ethical awareness	Students will demonstrate ethical awareness by employing an ethical framework to identify possible ethical issues or problems and analyze the consequences for various stakeholders.
Demonstrate conceptual and analytical skills	Students will analyze data and information to identify key problems, generate and evaluate appropriate alternatives to make effective decisions.
Demonstrate effective communication skills	Students will prepare professional quality written documents on a business topic.
Demonstrate knowledge of how businesses operate in a global environment	Students will demonstrate awareness and understanding of the international challenges that encompass cultural, financial, legal, and other international situations.

Admissions to MBA Program

The MBA program is designed for individuals who have a bachelor's degree from an accredited institution and are interested in obtaining a graduate degree that prepares them for managerial positions in their career. Prospective MBA students should be cognizant of competency requirements with business computer software applications in succeeding in the MBA program. This competency may be demonstrated through a college-level business computer software applications course within the past six years or significant work experience with such business computer software applications.

As well as meeting minimum admissions criteria, the admission process into the MBA program in the Monfort College of Business at the University of Northern Colorado is subject to the approval of the MBA program director and graduate faculty of the program in consultation with the Dean of the Monfort College of Business and the Dean of the Graduate School.

Criteria for Admissions into the MBA Program

To be admitted to the Master of Business Administration Online, you must hold a bachelor's degree with a minimum cumulative GPA of 3.00 or better (on a 4.00 point scale) for the most recent degree earned. Students with a cumulative GPA between 2.5 & 2.99 may be considered with additional requirements (see below). If you have completed a master's degree, or at least 18 credit hours towards a master's degree, the GPA of your master's

work will be used. Students who hold a conferred Pharm D degree will also be considered for admission.

MBA Online Admission Requirements

To satisfy the requirements for admission students must have earned a bachelor's degree from a regionally accredited college or university. Applicants who have earned a higher degree from an accredited institution without receiving a bachelor's degree (i.e., PharmD) may be eligible to apply without the conferral of a bachelor's degree.

AND one of the following:

- At least a 3.0 GPA in the most recent degree received with no work experience.
- A 2.75 to 2.99 GPA in the most recent degree received with at least 3 years professional work experience.
- A 2.5 to 2.74 GPA in the most recent degree received with at least 6 years professional work experience.

Note: No GMAT is required; however, applicants who fall outside these guidelines will be reviewed by the MBA program director to determine if a passing GMAT score may be required to qualify for admission to the MBA program. These applicants will be notified by the MBA program with the result of that review.

Transcripts

Request one official transcript from any accredited college or university where a bachelor's degree or higher was earned (if you have earned multiple degrees, bachelor's level or higher, an official transcript is required from each college or university where a degree was conferred). If you received a degree from UNC, you do not need to request a transcript from UNC. The Graduate School & International Admissions Office reserves the right to request that applicants provide official transcripts from other colleges or universities as needed. Applicants who have earned or are directly pursuing a higher degree from an accredited institution without receiving a bachelor's degree (i.e., PharmD) may be eligible to apply to the Graduate School without the conferral of a bachelor's degree.

If an applicant intends to use Veteran's Education Benefits, an official transcript from all colleges or universities attended will be required in order to maintain compliance with Veteran's Affairs policies.

International applicants must meet the English proficiency requirements established by the Graduate School and International Admissions.

For degree and program requirements, see:

Business Administration MBA – General Business Concentration (p. 77)

Business Administration MBA – Healthcare Administration Concentration (p. 78)

Business Administration MBA – Human Resource Management Concentration (p. 78)

Department of Accounting and Computer Information Systems

Chair: Jacob Rose, Ph.D.

Graduate Program Director: Abe Harraf, Ph.D.

Location: Kepner 2085 B

Telephone: 970.351.2411

Website: mcb.unco.edu/programs/graduate-programs.aspx

Faculty: Cris de la Torre, Ph.D., J.D.; Michael W. Martin, J.D., LL.M.; Anna Rose, Ph.D.; Jacob Rose, Ph.D.; Phillip Schaberl, Ph.D.; Lloyd “Pat” Seaton, Ph.D.; William E. Wilcox, Ph.D.

Master of Accounting Advising

Location: Kepner 2090

Telephone: 970.351.2855

MAcc Advisor: William Wilcox, Ph.D.

Accounting M.Acc. (MAcc Degree)

The Master of Accounting degree (MAcc) is designed to enhance the student’s applied accounting research skills, communication skills, problem-solving capability, and other skills and knowledge required to be a successful professional accountant in public accounting, business, or government. The program is designed for students who desire to enter public or private accounting with plans to sit for the CPA exam with greater skills in applying accounting knowledge to various accounting and business situations. Students will be better qualified for higher level management positions as a result of the extra value of a graduate degree. Additionally, completion of this program will satisfy Colorado’s and most other state’s 150-hour requirement for licensing as a CPA.

The overall objectives for the program are:

- Expand the students’ knowledge base and understanding of business in order to better prepare them for an entry-level position in accounting and industry,
- Prepare students for a successful career in accounting including more career opportunities and quicker advancement,
- Adequately prepare students to write the CPA Exam,
- Grant students the advanced graduate degree upon completing the program, and
- Give students the opportunity to become substantially equivalent in educational requirements with other states in order to make them more mobile with transferring their CPA licensure and practice capabilities.

The MAcc degree requires that students pass a minimum of two out of four sections of the CPA exam with a qualifying score.

As part of the Monfort College of Business’ continuous improvement efforts, it has developed the following learning goals and objectives. The outcomes related to these learning goals and objectives are measured and the results are reviewed by faculty. Corrective actions are taken as needed to ensure a superior learning experience for our students.

Graduate Accounting Program Learning Goals and Objectives		
Master’s Program Learning Goals		Learning Objectives
	<i>On completion of the accounting master’s program, graduates will be able to</i>	<i>To attain the Program Learning Goals, accounting master students will</i>
1	Demonstrate conceptual and analytical skills.	Students will analyze accounting data/information to identify key accounting issues, generate and evaluate appropriate alternatives, and propose feasible accounting alternatives at a proficient level.
2	Plan and conduct practice-oriented research to answer/solve accounting issues.	Students will demonstrate proficiency in conducting practice-oriented research.
3	Communicate complex accounting issues orally and in writing.	Students will demonstrate proficiency in preparing and delivering professional quality presentations on various accounting topics.
		Students will demonstrate proficiency in preparing professional accounting documents.
4	Appropriately use technology to gain knowledge of complex accounting information and apply that knowledge to new contexts and situations.	Students will appropriately use the correct technology to solve complex accounting issues.
5	Recognize and analyze ethical issues in accounting and business practice, and develop a defensible solution	Students will proficiently identify the ethical issues or problems in an accounting case based on codes of professional conduct, analyze the consequences

based on applicable codes of conduct.	for various stakeholders and develop a justifiable resolution.
---------------------------------------	--

Admissions to MAcc Program

The MAcc program is mainly designed for individuals with an undergraduate degree in accounting. The MAcc program may also be useful to other business majors who have completed the required undergraduate courses or who are willing to complete these leveling courses. Students admitted to the program who have not completed a baccalaureate degree in accounting as described above can expect prerequisite deficiency courses to be added to their plan of study. Deficiency course requirements will be determined by the program coordinator.

A minimum GMAT or an equivalent converted GRE score of 500 and an undergraduate GPA of 3.0 are required for admission to the program.

As well as meeting minimum admissions criteria, the admission process into the MAcc program in the Monfort College of Business at the University of Northern Colorado is subject to the approval of the MAcc program coordinator in consultation with the Chair of the Department of Accounting and Computer Information Systems and the Dean of the Monfort College of Business and the Dean of the Graduate School. Our program allows for up to nine hours of 500-level graduate work to be completed by a senior undergraduate accounting student before they are admitted into the MAcc program provided the student has a minimum cumulative GPA of 3.0.

Criteria for Admissions into the MAcc Program:

The primary criteria in determining eligibility for admission the Monfort College of Business MAcc Program are previous academic achievement and performance on the Graduate Management Admission Test or the Graduate Record Examination. Other factors such as work experience and career progression may be taken into account.

Applicants must submit a completed application form and request one official transcript from any regionally accredited college or university where a bachelor's degree or higher was earned or is in progress (if you have earned multiple degrees, bachelor's level or higher, an official transcript is required from each college or university where a degree was conferred) to the UNC Graduate School office. Each applicant is considered on an individual basis.

For students with a non-accounting Bachelor's degree, additional undergraduate course work completion (called "leveling courses") will be required before applying to the program. They must complete all of the required undergraduate coursework listed below to fulfill the course prerequisites for the graduate program.

- Principles of Accounting I & II
- Intermediate Accounting I & II
- Cost & Managerial Accounting
- Income Tax
- Accounting Information Systems
- Auditing
- Information Systems
- Legal Environment of Business
- Business Finance
- Management of Organizations
- Marketing

Additional Admission Requirements for International Students

International applicants must meet the English proficiency requirements established by the Graduate School and International Admissions.

For degree and program requirements, see:

Accounting M.Acc. (p. 73)

COLLEGE OF NATURAL AND HEALTH SCIENCES (NHS)

University Programs

Graduate Programs (p. 73)

Office of the Dean

Dean: Kamel Haddad, Ph.D.

Associate Dean: Kim Murza, Ph.D.

Associate Dean: David Slykhuis, Ph.D.

Location: Gunter 1000

Telephone: 970.351.2877

Fax: 970.351.2176

The College of Natural and Health Sciences at the University of Northern Colorado serves the people of Colorado and the nation through the advancement and dissemination of fundamental knowledge, by providing high-quality undergraduate and graduate instruction, and by applying knowledge to solve problems in areas of natural and health sciences and science-related education. To achieve this mission, the College supports:

1. Foundational undergraduate education, academic degrees and professional preparation in natural, health, human and mathematical sciences to prepare students to understand and use these disciplines in their lives and careers in the 21st Century.
2. Focused graduate programs in Natural and Health Sciences and related areas of science education, preparing teachers, college professors, researchers, and other professionals.
3. Basic and applied research in all areas of the natural and health sciences represented in the college, including externally supported activities and both undergraduate and graduate research experiences.
4. K-12 teacher preparation in disciplines represented in the college.
5. Outreach and service programs supporting K-12 teachers and students, health and service professionals, schools, health care organizations, businesses and government agencies.

Programs in the College of Natural and Health Sciences are designed to prepare students for careers in science and industry, health care organizations, community and human service agencies, and schools. In addition, students can pursue pre-professional studies in dentistry, medicine, optometry, pharmacy, podiatry, veterinary medicine, chiropractic medicine, engineering, and education.

The College contains four Schools, seven Departments, and one Program:

- School of Biological Sciences

- Department of Chemistry and Biochemistry
- Department of Communication Sciences and Disorders
- Department of Community Health Education
- Department of Earth and Atmospheric Sciences
- School of Mathematical Sciences
- School of Nursing
- Department of Nutrition and Dietetics
- Department of Physics and Astronomy
- Recreation, Tourism, and Hospitality Program
- Department of Rehabilitation and Human Services
- School of Sport and Exercise Science

School of Biological Sciences

Director: Mitchell E. McGlaughlin, Ph.D.

Location: Ross Hall 2480

Telephone: 970.351.2921

Website: www.unco.edu/nhs/biology/

Faculty: Lauryn Benedict, Ph.D.; Patrick Burns, Ph.D.; Gregory K. DeKrey, Ph.D.; Ginger Fisher, Ph.D.; Scott B. Franklin, Ph.D.; Susana K. Gomez, Ph.D.; James Haughian, Ph.D.; Teresa M. Higgins, Ph.D.; Emily Holt Ph.D.; Andrea James, Ph.D.; Susan M. Keenan, Ph.D.; Judith Leatherman, Ph.D.; Stephen P. Mackessy, Ph.D.; Mitchell McGlaughlin, Ph.D.; Jennifer Parrish, Ph.D.; Nicholas Pullen, Ph.D.; Suzanne Rose, Ph.D.; Mark P. Thomas, Ph.D.

Emeritus Faculty: Rick Adams, Ph.D.; Warren R. Buss, Ph.D.; Catherine S. Gardiner, Ph.D.; Margaret E. Heimbrook, Ph.D.; Kathleen S. Jones, Ph.D.; Charles E. Olmsted, III, Ph.D.; Robert Reinsvold, Ph.D.; Gerald W. Saunders, Ph.D.

Biological Sciences M.S.

Admission. Before admission to the program, students should have completed at least four courses in biology and a combined total of three courses in the supporting areas of chemistry, calculus or physics. Students entering the program with deficiencies in coursework will be required to complete coursework based on recommendations of the graduate committee, the school director and the advisor. The following application materials should be submitted to the Graduate School:

- Application form and fee
- Official transcripts
- A letter of intent including research/teaching interests and goals
- Three letters of recommendation

- General GRE scores

Students are strongly encouraged to review the research areas of the Biology faculty on our website and contact faculty in whose research they are interested.

The student must meet with a graduate advisor and graduate committee during the first semester of the program to determine a course of study.

Non-Thesis Concentration

The non-thesis concentration is designed to be as flexible as possible. It is intended for those who wish to expand their background in biological sciences content, including biology and science teachers. Non-thesis students must pass an examination to be administered by the advisor in the form of a written paper or equivalent project covering some aspect of their program of study.

For degree and program requirements see:

Biological Sciences M.S. – Non-Thesis Concentration (p. 74)

Thesis Concentration

This concentration is designed for students wishing to broaden their background in the biological sciences and to develop research skills in preparation for a doctoral program, or technical or research career. Students will gain background in biology content and in research to allow them to enter professional fields of biology requiring advanced training or to pursue advanced studies. Results of the thesis research must be presented orally in a seminar to the faculty in the School of Biological Sciences during the last semester prior to graduation.

For degree and program requirements see:

Biological Sciences M.S. – Thesis Concentration (p. 76)

Biomedical Science M.B.S.

Admission. Before admission to the program, students must have completed a bachelor's degree with a minimum GPA of 3.0 (on a 4.0 scale) and have a strong background in the sciences.

The following application materials should be submitted to the Graduate School:

- Application form and fee
- Official transcripts
- A letter of intent
- Three letters of recommendation accompanied by recommendation forms
- General GRE scores or MCAT scores

Application deadline: April 15th.

The Master's in Biomedical Science program has been designed to provide academic enhancement within a one-year time-frame to improve or substantially expand a post-graduate student's overall scholastic credentials. The program will provide a foundation in basic biology that underlies and supports medicine and therefore provides a strong framework for professional school curricula. The MBS program is appropriate for students considering a future in medicine, dentistry, veterinary medicine or biomedically related Ph.D. programs. Students will be required to pass a comprehensive examination covering material from core courses in order to graduate from the program.

For degree and program requirements see:

Biomedical Science M.B.S. (p. 77)

Biological Education Ph.D.

This program is designed for graduate students interested in specializing in either biology education or an area of the biological sciences that matches current faculty interests and expertise. Areas of emphasis in this program prepare students to conduct and supervise biological or pedagogical research and to instruct biology courses at the college or university level.

Admission. Before admission to the program, students should have completed at least four courses in biology and a combined total of three courses in the supporting areas of chemistry, calculus or physics. Students entering the program with deficiencies in coursework will be required to complete coursework based on recommendations of the graduate committee, the school director and the advisor. The following application materials should be submitted to the Graduate School:

- Application form and fee
- Official transcripts
- A letter of intent including research/teaching interests and goals
- Three letters of recommendation
- General GRE scores

Students are strongly encouraged to review the research areas of the Biology faculty on our website and contact faculty in whose research they are interested.

The student must meet with a graduate advisor and graduate committee no later than the second semester of the program to determine a course of study.

For degree and program requirements see:

Biological Education Ph.D. (p. 137)

Department of Chemistry and Biochemistry

Chair: Michael Mosher, Ph.D.

Chemistry and Biochemistry

Location: Ross Hall 3480

Telephone: 970.351.2559

Website: www.unco.edu/nhs/chemistry-biochemistry/

Faculty: Aaron Apawu, Ph.D.; Corina Brown, Ph.D.; Aichun Dong, Ph.D.; Robert Houser, Ph.D.; Michael Mosher, Ph.D.; Richard W. Schwenz, Ph.D.; Murielle Watzky, Ph.D.; Melissa Weinrich, Ph.D.

Emeritus Faculty: Clark L. Fields, Ph.D.; Henry W. Heikkinen, Ph.D.; Richard M. Hyslop, Ph.D.; Marlynn R. James, Ph.D.; Loretta L. Jones, Ph.D.; William G. Koch, Ph.D.; Roger A. Kovar, Ph.D.; Marcus K. Meilahn, Ph.D.; David L. Pringle, Ph.D.; James O. Schreck, Jerry P. Suits, Ph.D.; Ph.D.; Gordon E. Tomasi, Ph.D.

Chemistry M.S.

Education Concentration

This Chemistry M.S. extends and builds upon the knowledge and skills learned at the undergraduate level and, through the science education component, develops skills necessary to become increasingly effective in the chemistry classroom.

Successful completion of this degree will enhance advancement opportunities in the education field and provide a teacher advanced training in content and pedagogy. The degree can also qualify graduates to teach at the junior or community college level.

Admission. In addition to the Graduate School requirements for consideration of admission, all students must submit general GRE scores as part of their application packet. The students should have completed chemistry courses comparable to those required in the B.S. degree in chemistry including courses in organic, inorganic and analytical chemistry. If these requirements are not met, a candidate may be admitted to the program but will need to meet specific academic requirements stipulated and monitored by the program faculty within the first calendar year program enrollment.

For degree and program requirements, see:

Chemistry MS – Education Concentration Thesis Option (p. 80)

Chemistry MS – Education Concentration Non-Thesis Option (p. 80)

Research Concentration

The Chemistry M.S. extends and builds upon the knowledge and skills learned at the undergraduate level and, through the research component, develops

independence in the chemical laboratory and in dealing with the chemical literature. Candidates have the opportunity to work closely with faculty trained in biochemistry and in analytical, inorganic, physical and organic chemistry.

Successful completion of this degree will enhance chances for professional advancement and expand employment opportunities. Further education in a Ph.D. program in chemistry is also a possibility.

Admission. In addition to the Graduate School requirements for consideration of admission, all students must submit general GRE scores as part of their application packet. The students should have completed a program equivalent to the Bachelor of Science degree in Chemistry (ACS Certified) including courses in organic, inorganic, analytical (quantitative and instrumental analysis) and physical chemistry plus college mathematics through differential and integral calculus and one year of physics. If these requirements are not met, a candidate may be admitted to the program but will need to meet specific academic requirements stipulated and monitored by the program faculty within the first calendar year program enrollment.

For degree and program requirements, see:

Chemistry MS – Chemistry Concentration Thesis Option (p. 79)

Chemistry MS – Chemistry Concentration Non-Thesis Option (p. 79)

Chemical Education Ph.D.

This program prepares versatile, well-informed chemistry teachers by providing advanced training for chemistry teachers or chemists who wish to pursue educational opportunities beyond the master's degree. Students completing this program are qualified to work in the chemical education field at a variety of levels; such as, science coordinators or supervisors in the secondary school, chemistry instructors at two- and four-year colleges or chemistry educators at a university. At the professional level, program graduates are qualified to do fundamental research in chemical education and to direct chemistry research at the undergraduate level.

Admission. The student should have completed requirements of an ACS-certified baccalaureate degree in chemistry.

Master's en route to the Ph.D. Students who have been admitted to the Ph.D. program in Chemical Education may complete a master's degree in Chemistry en route to completion of the doctoral degree. Requests for a simultaneous master's degree in a discipline other than Chemistry will not be accepted. Students in collaboration with the students' advisors, will develop a plan of study that includes clearly distinct master's and doctoral requirements. Students must graduate from the master's

degree program in a minimum of one semester prior to conferring of the doctoral degree.

For degree and program requirements see:

Chemical Education Ph.D. (p. 138)

Department of Communication Sciences and Disorders

Chair: Julie A. Hanks, Ed.D.

Location: Gunter 1400

Telephone: 970.351.2734

Fax: 970.351.2974

Website: www.unco.edu/nhs/audiology-speech-language-sciences/

Faculty: Diane Erdbruegger, Au.D.; Tina Farrell, M.A.; Donald S. Finan, Ph.D.; Julie A. Hanks, Ed.D.; Erinn M. Jimmerson, Au.D.; Charles Lenell, Ph.D.; Deanna K. Meinke, Ph.D.; Kim A. Murza, Ph.D.; Caitlin Raaz, Ph.D.; Nicole Reisfeld, SLPD; Tina M. Stoodly, Ph.D.

Emeritus Faculty: Donna J. Bottenberg, Ph.D.; Kathryn E. Bright, Ph.D.; Linda K. Cleeland, M.Ed.; Kathleen R. Fahey, Ph.D.; Ellen Meyer Gregg, Ph.D.; Francis A. Griffith, Ph.D.; Jennifer E. Weber, Au.D.

Communication Sciences and Disorders (CSD) offers several clinically-focused degree programs that lead to a variety of career pathways and/or graduate studies. Specifically, graduates are prepared for employment or further education in fields such as speech-language pathology, audiology, healthcare, human services, public health, and special education. Undergraduates may also participate in the speech-language pathology assistant (SLPA) professional certificate program. Students within CSD have opportunities to observe and work with patients in the on-campus Speech-Language Pathology and Audiology Clinic.

Speech-Language Pathology M.A.

This certifying master's program is fully accredited and provides excellent academic, research, and clinical preparation.

Areas emphasized include:

- The science of communication;
- The nature, prevention, assessment, and management of:
 - developmental articulation disorders
 - language and literacy disorders
 - voice disorders
 - fluency disorders
 - pervasive developmental disorders, including autism
 - dysphagia

- neurologic disorders including aphasia, apraxia, post head-injury disorders and dementia;
- Augmentative and alternative communication systems;
- Aural rehabilitation.

This program offers extensive supervised clinical experience through the well-equipped UNC Speech-Language Pathology and Audiology Clinic and ancillary clinics in Colorado. This M.A. program is accredited by the Colorado Department of Education (CDE) and by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA). Students who complete this program are eligible to apply for the Certificate of Clinical Competence in Speech-Language Pathology from the American Speech-Language-Hearing Association. Graduates can also qualify for licensure from the Colorado Department of Education. Career opportunities include: positions in schools, hospitals, practice in association with a range of physicians including otolaryngology, neurology, neurosurgery, psychiatry and pediatrics; rehabilitation centers, and private practice.

Admission. Students will be admitted to this limited-enrollment program on the basis of:

- a. Academic record,
- b. At least three letters of recommendation from persons familiar with their academic/clinical performance,
- c. Responses to academic and applicant questions.

Admission to the Graduate School does not guarantee admission to the Speech-Language Pathology graduate program.

Prerequisites. This program assumes an undergraduate background in speech-language pathology and/or audiology. Students who do not have such a background must fulfill academic requirements as determined by their major advisor. These requirements must be met before admission to the graduate program.

For degree and program requirements, see:

Speech-Language Pathology M.A. – Online Program (p. 121)

Speech-Language Pathology M.A. – Residential Program (p. 122)

Audiology Au.D.

This certifying clinical doctoral degree program in audiology (Au.D.) is fully accredited and provides excellent academic, research, and clinical preparation.

Areas emphasized include:

- Basic sciences underlying the hearing and balance mechanisms;

- Diagnosis of hearing disorders in persons ranging in age from infants through older adults;
- Audiological treatment of persons who are deaf or hard of hearing, including counseling and specific treatment procedures for children and adults;
- Diagnosis for and dispensing of hearing aids and other amplification and auditory prosthetic devices;
- Educational audiology for diagnosis and treatment of hearing disorders in early childhood and K-12 educational settings;
- Consultation for and execution of hearing conservation programs for industry, schools and other agencies;
- Instrumentation used in evaluation and treatment of hearing and balance disorders;
- Fundamentals of applied research.

Specific exceptions to Graduate School requirements for doctoral degrees have been approved. These exceptions relate to the dissertation proposal, dissertation, defense of dissertation, advancement to candidacy and doctoral committees. Because of the clinical focus of this degree, rigorous academic standards are maintained through measurement of clinical competencies throughout the program rather than completion of a dissertation. Students will be required to complete a doctoral scholarly project research project.

This program offers extensive supervised clinical experience through the well-equipped UNC Speech-Language Pathology and Audiology Clinic and ancillary clinics in Colorado. The Au.D. program leading to certification is accredited by the Colorado Department of Education (CDE) and by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA). Students who complete this program are eligible to apply for the Certificate of Clinical Competence in Audiology from the American Speech-Language-Hearing Association and/or for Board Certification in Audiology awarded by the American Board of Audiology (ABA). Graduates can also qualify for licensure from the Colorado Department of Education and/or the Colorado Department of Regulatory Agencies.

Career opportunities include positions in hospitals; audiology clinics; otolaryngology medical practices; rehabilitation centers; schools; industry; and private practice.

Admission: Students will be admitted to this limited-enrollment program on the basis of:

1. Academic record,
2. Graduate Record Examination scores,
3. At least three letters of recommendation from persons familiar with their academic/clinical performance,
4. Letter of intent.

Admission to the Graduate School does not guarantee admission to the Audiology graduate program.

Prerequisites: This program assumes an undergraduate background in audiology and/or speech-language pathology. Students who do not have such a background must fulfill academic requirements as determined by their major advisor. These requirements must be met before admission to the graduate program.

For degree and program requirements, see:
Audiology Au.D. (p. 136)

Department of Community Health Education

Campus Director: Teresa Sharp, Ph.D.

Location: Gunter Hall 1300

Telephone: 970.351.2997

Fax: 970.351.1255

Website: unco.edu/nhs/colorado-school-public-health/

Faculty: Elizabeth A. Gilbert, Ed.D.; Rose Grose, Ph.D.; Teresa A. Sharp, Ph.D.

Emeritus Faculty: Bryan E.M. Cooke, Ph.D.; Larry R. Harrison, M.S.; Jack LaBonde, M.A.; William Parkos, Ph.D.; Kathleen J. Zavela, Ph.D.

Public Health M.P.H. – Community Health Education Concentration

The Master of Public Health (MPH) is the primary professional degree in the field of public health, training students for a variety of public health areas. The program provides a broad, multidisciplinary focus on the factors that influence population health from behavioral risk to environmental exposures to socioeconomic and health policy. Students acquire knowledge, skills and practical experiences that prepare them for professional activities, including: epidemiological and health services research; community needs assessment; environmental and occupational health; health policy; health promotion; and administration of public health programs. Graduates find work in research settings, health care settings, industry, government health agencies, community-based organizations and foundations, and global health. Physicians, veterinarians, nurses and other health care professionals also comprise a portion of the MPH student body, acquiring graduate training in public health to enhance their understanding of the preventive measures and underlying causes of disease.

The future of public health, a field dedicated to improving the health of populations, depends on the collaboration of educators, researchers, policy makers, communities and citizens. The Colorado School of Public Health, collaboratively formed by the University of Colorado Denver, Colorado State University and the University of

Northern Colorado, is the first and only school of public health in the Rocky Mountain region. Combining transferable courses, faculty and resources, the collaborative school allows students to access specializations, research and service centers located at the three universities.

The MPH with concentrations in Community Health Education and Global Health-Community Health Education offered at UNC aims to prepare students to work with diverse populations and work within communities to prevent disease and develop positive, healthy lifestyles. Because of the great latitude within the field of community health education, the program allows students to tailor their program to emphasize special interests in public health. The Community Health Education and Global Health-Community Health Education concentrations are designed to prepare students to serve as administrators or practitioners in a variety of health education settings. The curriculum is based upon the Council of Education for Public Health's accreditation guidelines.

Admission: Applications to the MPH program are accepted yearly for fall entry, with a preferred deadline of January 15, but with applications accepted until May 1. Applicants should have a bachelor's degree and submit the required application and materials as listed on coloradosph.cuanschutz.edu/admissions/how-to-apply.

Students who seek public health training have varied backgrounds and levels of experience, though many students have a bachelor's degree in a biological or sociological science. In addition, a significant number of students are currently employed while seeking professional training and advancement. Approximately 30-40% of students have a prior graduate or professional degree, including fields such as nursing, medicine, veterinary medicine, law, social work, and various laboratory sciences.

Students in the Community Health Education track are prepared to work in population based programs-helping prevent disease and developing positive health lifestyles.

CU Denver, on behalf of the School, will confer the professional degrees (MPH, DrPH) with each Party's signature and seal shown on the diploma. Final recommendations about students' eligibility for graduation will be made by the Dean of the School or designee, who will forward the recommendations as specified in the policies of the CU Board of Regents, CSU Board of Governors and UNC Board of Trustees.

Registration: In those terms when students are enrolled in courses at the University of Colorado Denver and/or Colorado State University, with no registration at the University of Northern Colorado, a registration placeholder, MPH 599, will be added to the student record. MPH 599 is a course under the authorization of the

University of Northern Colorado as part of the Master of Public Health exchange program.

For degree and program requirements, see:

Public Health M.P.H. – Community Health Education Concentration (p. 112)

Department of Earth and Atmospheric Sciences

Chair: Timothy Grover, Ph.D.

Earth Sciences

Location: Ross Hall 3235

Telephone: 970.351.2647

Fax: 970.351.4197

Website: www.unco.edu/nhs/earth-atmospheric-sciences/

Faculty: Steven Anderson, Ph.D.; Graham B. Baird, Ph.D.; Sharon Bywater-Reyes, Ph.D.; Joe T. Elkins, Ph.D.; Emmett Evanoff, Ph.D.; Wendilyn Flynn, Ph.D.; David G. Lerach, Ph.D.; Lucinda Shellito, Ph.D.; Byron M. Straw, M.A.

The Earth Sciences program includes the disciplines of geology, meteorology, and oceanography. Many of the undergraduate majors emphasize environmental science applications of those disciplines. Geology is the study of the earth, its structure, composition and history.

Meteorology is the study of the atmosphere and the weather phenomena that affect our daily lives.

Oceanography is the study of the physical, chemical, geological and biologic characteristics of the world's oceans. The undergraduate program in the earth sciences provides preparation for professional careers in geology, meteorology, secondary-level earth science teaching and various scientific careers in the environmental industry.

Earth Sciences M.A.

This program is for students who wish to broaden or deepen their backgrounds in the earth science disciplines (astronomy, geology, meteorology and oceanography) and develop their research skills. It serves individuals who are or intend to become secondary school or community college earth science teachers. It is also appropriate for K-12 teachers, students pursuing careers in allied fields that require a multidisciplinary background in the earth sciences and for individuals wishing to explore the earth sciences as a second career.

The multidisciplinary structure of the school affords each student the opportunity to develop a sequence of courses that complements and builds upon their previous education and experience, whether in the earth sciences or in other disciplines. The program provides both a thesis and a non-thesis option. Typically, students seeking a focused program emphasizing research skills elect the thesis option, and students seeking a broad, multidisciplinary

curriculum emphasizing content will elect the non-thesis option. In consultation with the student's graduate committee, each student will select the appropriate option and design a curriculum for their particular educational and career objectives.

For degree and program requirements, see:

Earth Sciences M.A. (p. 85)

Environmental Geosciences P.S.M. (Professional Science Master's)

The Environmental Geosciences Professional Science Master's (P.S.M.) degree program is certified by the Council of Graduate Schools; it operates under guidelines of the P.S.M. National Office. Those guidelines specify that at least half of the credits must be in science content; in addition, Professional Skills courses and a Professional Internship must be completed. The multidisciplinary structure of the department affords each student the opportunity to develop a sequence of courses that complements and builds upon their previous education and experience, whether in the earth sciences or a wide variety of other science, technology, engineering, mathematics, or other fields.

For degree and program requirements, see:

Environmental Geosciences P.S.M. (p. 94)

School of Mathematical Sciences

Director: Jodie Dawn Novak, Ph.D.

Mathematical Sciences

Location: Ross Hall 2239

Telephone: 970.351.2820

Website: www.unco.edu/nhs/mathematical-sciences/

Faculty: Anton Dzhamay, Ph.D.; Nathaniel Eldredge, Ph.D.; Nancy Geisendorfer, M.A.; Christopher Harris, Ph.D.; Gulden Karakok, Ph.D.; Oscar Levin, Ph.D.; Nathaniel G. Miller, Ph.D.; Katherine Morrison, Ph.D.; Jodie Dawn Novak, Ph.D.; Robert A. Powers, Ed.D.; Lindsay Reiten, Ph.D.; Angela (Tisi) Steele, M.A.

Emeritus Faculty: Dean E. Allison, Ph.D.; William W. Bosch, Ph.D.; Donald D. Elliott, Ph.D.; Jeffrey D. Farmer, Ph.D.; Richard M. Grassl, Ph.D.; Samuel R. Houston, Ph.D.; Steven C. Leth, Ph.D.; William D. Popejoy, Ed.D.; Donald L. Schmidt, Ph.D.; Terry A. Scott, Ph.D.; Donald T. Searls, Ph.D.; Igor N. Szczyrba, Ph.D.; Robert A. Tolar, Ph.D.

Mathematics and related areas have been important human endeavors since ancient times. Mathematics is a discipline with its own questions, methods and content. It has also been used as a tool to explain the natural world for centuries. Mathematics, statistics and computer science have become essential to almost every other discipline

such as the natural sciences, the social sciences, business, and economics.

The School of Mathematical Sciences has faculty in mathematics, mathematics education, statistics and computer science. We offer a variety of undergraduate and graduate programs in these areas. In addition, courses and minors that we offer can be used as important components of a variety of other programs across the university.

Mathematics M.A.

We offer the Mathematics M.A. with two concentrations. The Liberal Arts Concentration is a traditional, on-campus program intended for students who are planning to continue into our Ph.D. program in Educational Mathematics. The Teaching Concentration is designed for current in-service secondary mathematics teachers, and combines online classes during the academic year with a mixture of online and face-to-face classes during the summer.

Generally, a Bachelor's degree in mathematics or mathematics education with strong mathematics courses is required for admission to these programs. Students without a Bachelor's degree in mathematics are advised to consult the school for a list of recommended undergraduate courses they should take before applying.

Liberal Arts Concentration

This program is intended for students who do not already possess a Master's degree and wish to continue into the Ph.D. program in Educational Mathematics. It is not intended as a stand alone program. Students who complete this program and are deemed to be making good progress are automatically admitted to continue with the Ph.D. program.

For degree and program requirements, see:

Mathematics M.A. – Liberal Arts Concentration (p. 101)

Teaching Concentration

This program is designed to prepare teachers to be experts in their own classroom. Upon finishing this program they should be able to teach the content of mathematics, assume leadership roles in mathematics curriculum within their schools, and read and understand the professional literature relating to the teaching and learning of their discipline. The emphasis is on preparing teachers for the 21st century with a dynamic and individualized program of study.

For degree and program requirements, see:

Mathematics M.A. – Teaching Concentration (p. 102)

Educational Mathematics Ph.D.

This program offers an innovative approach to mathematical pedagogy. A basic tenet of the program is that mathematical content is fundamental to methods,

research and reform in mathematics education. The program has three major strands: mathematics, mathematics education, and cognition.

Graduates of the program will be prepared to lead the reform of mathematics education. They will be able to teach mathematics at several levels; perform research; and administer and supervise the reform of mathematics education.

Admission. Applicants should possess a master's degree in mathematics or mathematics education, or a strong bachelor's degree in mathematics. It is expected that students will have had a senior level or beginning graduate level course in each of abstract algebra, linear algebra, point-set topology, and real or complex analysis.

Applicants not having this preparation may be required to take additional courses to prepare them for the coursework in the program. Also required is an essay of approximately 500 words addressing the applicant's interest in the Doctor of Philosophy in the Educational Mathematics program and the applicant's educational goals.

For degree and program requirements, see:

Educational Mathematics Ph.D. (p. 144)

School of Nursing

Director: Melissa Henry, Ph.D.

Location: Gunter 3080

Telephone: 970.351.2293

Fax: 970.351.1707

Website: www.unco.edu/nhs/nursing/

Faculty: Michael Aldridge, Ph.D.; Diana Becker, M.S.N.; Carolyn Bottone-Post, D.N.P.; Darcy A. Copeland, Ph.D.; Erin Cummins, M.S.N.; Kathleen N. Dunem, Ph.D.; Barbara Garrity, M.S.N.; Courtney Gryskiewicz, M.S.N.; Melissa L. Henry, Ph.D.; Laura Henson, M.S.N.; Stephanie Krall, M.S.N.; Carlo G. Parker, Ph.D.; Natalie Pool, Ph.D.; Kathie Records, Ph.D.; Teresa Risser, M.S.N.; Deborah E. Rojas, M.S.N.; Michaela Romero, D.N.P.; Kristin Schams, D.N.P.

Emeritus Faculty: Nancy Quinn Beardslee, Ed.D.; Agnes Biegel, M.S.N.; Audrey J. Bopp, M.S.; Adah Bossart, M.S.; Lory Clukey, Ph.D, Psy.D.; Priscilla A. Faulkner, M.S.; Faye I. Hummel, Ph.D.; Joan T. Hurlock, M.S.; Virginia Kinnick, Ed.D.; Jane E. Koeckeritz, Ph.D.; Debra Leners, Ph.D.; Janice Hoot Martin, Ph.D.; Jeanette McNeill, DrPH; Alison S. Merrill, Ph.D.; Diane Peters, Ph.D.; Judith Richter, Ph.D.; Carol Roehrs, Ph.D.; Nancy E. White, Ph.D.; Vicki W. Wilson, Ph.D.

The School of Nursing subscribes to the philosophy that nursing is both an art and a science which promotes, supports and restores optimal health in individuals, families and communities. Nursing is a caring profession that is an integral component of the health care delivery system.

Graduate programs are available at the master's and doctoral level. The Doctor of Nursing Practice is the clinical degree for advanced practice nursing. Graduates are qualified to assume leadership roles in specialized nursing practice and scientific inquiry. M.S.N. to D.N.P part-time study only online. B.S.N. to D.N.P is a hybrid of on-campus and online study. The Ph.D. in Nursing Education program has one entry option: Master's to Ph.D. Graduates are qualified to fill nursing faculty positions in educational institutions and health care agencies.

The Master of Science in Nursing Program has three concentrations available:

- Adult Gerontology Acute Care Nurse Practitioner (AGACNP)
- Family Nurse Practitioner (FNP)
- Leadership, Quality, and Safety

The AGACNP concentration is a part-time mostly online program with one week long on-campus summer intensives. The FNP concentration is part-time mostly on-campus program.

Nursing M.S.N.

Admission Requirements: Master of Science in Nursing

1. A bachelor's degree from an NLN or CCNE accredited institution with an upper division major in nursing.
2. Eligibility for Colorado licensure as a registered nurse.
3. A minimum grade point average of 3.0 on the baccalaureate level.
4. A resume or curriculum vitae
5. Two letters of reference.
6. A statement of career goals.
7. One year of clinical experience is required.
8. A personal interview may be required.

Adult Gerontology Acute Care Nurse Practitioner Concentration

AGACNP graduates are prepared as advance practice nurses to assess, diagnose, monitor, treat and coordinate the care of acutely and critically ill adolescents, adults, elderly and the frail elderly across transitions of care.

Graduates are qualified to apply for national certification through American Nurses Credentialing Center or American Association of Critical Care Nurses and to be recognized as an Adult Gerontology Acute Care Nurse Practitioner (AGACNP) by the State Board of Nursing.

For degree and program requirements, see:

Nursing M.S.N. – Adult Gerontology Acute Care Nurse Practitioner (AGACNP) Concentration (p. 110)

Family Nurse Practitioner (FNP) Concentration

FNP graduates are prepared for advanced clinical practice with the expertise to function in an autonomous and collaborative role as a Family Nurse Practitioner (FNP) who provides primary care to families in a variety of settings.

Graduates are qualified to apply for national certification through the American Nurses Credentialing Center or American Academy of Nurse Practitioners and to be recognized as an Advanced Practice Nurse by the State Board of Nursing with all the rights and privileges associated with this title.

Part-time study only. Health policies, OSHA requirements, CPR, ACLS certification, and criminal background check and drug screen are required. Completion of a master's thesis is an option.

For degree and program requirements, see:

Nursing M.S.N. – Family Nurse Practitioner (FNP) Concentration (p. 111)

Leadership, Quality, and Safety Concentration

The Master of Science in Nursing with a concentration in leadership, quality and safety prepares the post-baccalaureate nursing student for a leadership role in the assessment of client risk and management of outcomes, promotion of client and family advocacy and provision of client, family and staff education.

This program prepares the graduate to function as a leader in collaborative, interdisciplinary evidence-based practice. The graduate of the Master of Science in Nursing degree guides complex patient care, providing care coordination for groups of clients across the life span and across the continuum of care. This program is not a preparation for an advanced practice role as defined by the American Association of Colleges of Nursing.

For degree and program requirements, see:

Nursing M.S.N. – Leadership, Quality and Safety Concentration (p. 111)

Nursing D.N.P.

The Doctor of Nursing Practice prepares expert clinicians for advanced practice roles in hospitals, primary care clinics, specialty settings such as long term care facilities, and virtually any area they wish to practice within the healthcare industry. These highly skilled practitioners will be the leaders in healthcare delivery and care management.

Specific exceptions to the Graduate School requirements for doctoral degrees have been approved. Due to the clinical focus of this degree, rigorous academic standards are maintained throughout the program. To earn the Nursing DNP degree, students will be required to complete a DNP Scholarly Project instead of a doctoral

dissertation. DNP students must complete the following as a part of the requirements for the DNP degree: a DNP Scholarly Project Proposal, the DNP Comprehensive Exam, formal Final Defense of the completed DNP Scholarly Project, and submission of the DNP Scholarly Project Final Document to the UNC Graduate School for approval as a graduate requirement.

Admission Requirements: Post Bachelor's in Nursing Pathway

1. A bachelor's degree from an NLN or CCNE accredited institution with an upper division major in nursing.
2. Eligibility for Colorado licensure as a registered nurse.
3. A minimum grade point average of 3.0 on the baccalaureate level.
4. A resume or curriculum vitae
5. Three letters of reference.
6. A statement of career goals A statement of career goals articulating "why now" for your practice doctorate. Prospective DNP applicants must describe their current professional RN role as it relates to their clinical experience(s), clinical advancement(s), leadership role(s) and career goals as an NP.
7. One year of clinical experience is required.
8. A personal interview may be required.
9. Submission of a brief sample of professional writing (maximum of 10 pages). Examples:
 - a. Describe a scholarly evidence based case study that best exemplifies your practice.
 - b. Describe a current practice related concept including its scope and significance, the patient population and the clinical setting of interest.
 - c. Discuss alternative approaches described in the literature and identify an approach that you might take in addressing the concept.

Adult Gerontology Acute Care Nurse Practitioner (AGACNP) Concentration (Post Bachelor's)

Post Bachelor's in Nursing – Graduates are qualified to be recognized as an **Adult Gerontology Acute Care Nurse Practitioner**, apply for national certification through American Nurses Credentialing Center or American Association of Critical Care Nurses and to be recognized as an **APRN** by the State Board of Nursing.

Adult Gerontology Acute Care Nurse Practitioner (AGACNP) Concentration: AGACNP graduates are prepared as advance practice nurses to assess, diagnose, monitor, treat and coordinate the care of acutely and critically ill adolescents, adults, elderly and the frail elderly across transitions of care. This is a predominantly on-line program with 2 summer intensives.

For degree and program requirements, see:

Nursing D.N.P. – Adult Gerontology Acute Care Nurse Practitioner (AGACNP) Concentration (Post Bachelor's) (p. 156)

Family Nurse Practitioner (FNP) Concentration (Post Bachelor's)

Post Bachelor's in Nursing – Graduates are qualified to be recognized as a **Family Nurse Practitioner**, apply for national certification from the American Nurses Credentialing Center or American Academy of Nurse Practitioners, and be recognized as an APRN from the State Board of Nursing.

Family Nurse Practitioner (FNP) Concentration: The post-bachelor's DNP program is for BSN nurses who are interested in a practice-focused doctorate. You will be prepared as a clinical expert with a focus on the critical thinking, leadership and political policy skills needed to advocate and create changes in healthcare practice at the individual, population and organizational systems levels. BSN to DNP graduates will provide primary care health promotion and disease management for patients with episodic or chronic illnesses across the life span, focusing on the underserved.

For degree and program requirements, see:

Nursing D.N.P. – Family Nurse Practitioner (FNP) Concentration (Post Bachelor's) (p. 157)

Admission Requirements: Post Master's in Nursing Pathway

1. A master's degree in nursing from NLN/ACEN or CCNE accredited institutions.
2. Preparation as Advanced Practice Nurse (APRN) with documentation of national certification as an APRN.
3. Minimum of 500 clinical practicum hours in the APRN master's program.
4. Eligibility for Colorado licensure as a registered nurse.
5. A minimum grade point average of 3.0 on the baccalaureate level.
6. A resume or curriculum vitae
7. Three letters of reference from former faculty, supervisor, and/or professional colleagues that address your ability to complete a clinical doctorate.
8. A statement of career goals articulating "why now" for your practice doctorate.
9. One year of clinical experience is required.
10. A personal interview may be required.
11. Submission of a brief sample of professional writing (maximum of 10 pages). Examples:
 - a. Describe a scholarly evidence based case study that best exemplifies your practice.

- b. Describe a current practice related concept including its scope and significance, the patient population and the clinical setting of interest. Discuss alternative approaches described in the literature and identify an approach that you might take in addressing the concept.

Nursing D.N.P. (Post-Master's)

The Doctor of Nursing Practice Post Master's concentration is designed for clinicians with an APRN certification. Graduates of the Doctor of Nursing Practice program will be prepared as clinical experts with a focus on the critical thinking, leadership and political policy skills needed to advocate and create changes in healthcare practice at the individual, population and organizational systems levels.

For degree and program requirements, see:

Nursing D.N.P. – (Post Master's) (p. 158)

Nursing Education Ph.D.

The Doctor of Philosophy in Nursing Education prepares nurses who provide professional leadership in nursing education, the scholarship of teaching, practice and research in the discipline. The program has one entry option: Master's to Ph.D.

Admission requirements

1. A bachelor's degree from an NLN/ACEN or CCNE accredited institution with a major in nursing.
2. A master's degree in nursing from an NLN/ACEN or CCNE accredited institution
3. Licensure as a registered nurse.
4. Meet Graduate School Requirements for admission.
5. A minimum grade point average of 3.0 at the master's level
6. Two letters of reference from former faculty or colleagues with a doctoral degree.
7. A statement of career goals.
8. One to two years of teaching experience recommended, but not required, prior to program enrollment.
9. Sample of written scholarly work, project, or publication in which the applicant was the sole or primary contributor
10. A personal interview may be required.

For degree and program requirements, see:

Nursing Education Ph.D. (p. 158)

Department of Nutrition and Dietetics

Interim Chair: Kim Murza, Ph.D.

Location: Gunter 2280

Telephone: 970.351.2755

Fax: 970.351.1489

Website: www.unco.edu/nhs/nutrition-dietetics/

Faculty: Lisa C. Caldwell, M.S., R.D.N.; Catherine A. Gerweck, D.M.D., M.S., R.D.N.; Nicholas Slagel, Ph.D., R.D.N.; Nicole A. Withrow, Ph.D., R.D.N.

Emeritus Faculty: Alana D. Cline, Ph.D., R.D.N.; Norma E. Egeness, M.A.; Jamie M. Erskine, Ph.D., R.D.N.; Constance C. Francis, Ph.D., R.D.N.; Clara E. Funderburk, M.A.; Sherrie L. Frye, Ph.D.; Susan M. Gould, Ph.D., R.D.N.; Rhonda Foss Hall, M.A.; Joyce C. Kliever, Ed.D.; Wleanor M. Peiffer, Ed.D.; Nicholas Slagel, Ph.D.; Judith Stauter, M.S., R.D.N.; JoAnn Taylor, Ed.D.

Dietetics M.S.

The Master of Science in Dietetics is a two-year, online program. The curriculum of 35 credits supports the development of skills related to being a Registered Dietitian Nutritionist. Through their coursework, students will develop critical thinking and leadership skills that will support their future work and development as a Registered Dietitian Nutritionist. This program assumes an undergraduate background in Nutrition and Dietetics and Registered Dietitian Nutritionist status.

Areas emphasized include: nutrient metabolism, nutrition assessment, nutrition counseling methods, nutrition communication, public health nutrition and research methods. Career opportunities include registered dietitian nutritionist positions in hospitals, clinics, public health departments, government agencies, research settings, industry and schools.

The Master of Science in Dietetics requires a capstone course which provides students the opportunity to complete an in-depth study of an area of evidence-based research/practice, write a comprehensive paper and present the project results. The required comprehensive examination for the Master of Science in Dietetics will be satisfied by successful completion of the capstone project.

Admission Requirements:

1. Commission on Dietetic Registration, Registered Dietitian Nutritionist active card
2. Bachelor's degree from an accredited college or university
3. Personal statement (discuss experiences that have helped prepare for career, short-term and long-term goals, strengths and weaknesses, experience in online education and potential as a graduate student)

4. Letters of recommendations from three individuals familiar with applicant's academic/employment performance

For degree and program requirements, see:
Dietetics M.S. (p. 84)

Dietetics M.S. with Dietetic Internship

The Master of Science in Dietetics with Dietetic Internship is a three-year, online program and is designed to prepare students for successful completion of the Registered Dietitian Examination as well as entry-level practice. This program is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). The curriculum of 55 credits supports the development of skills related to being a Registered Dietitian Nutritionist and provides hands-on learning opportunities in supervised practice settings. Through their coursework, students will develop critical thinking and leadership skills that will support their future work and development as a Registered Dietitian Nutritionist. This program assumes an undergraduate background in Nutrition and Dietetics and completion of the Didactic Courses in Dietetics.

Areas emphasized include: nutrient metabolism, nutrition assessment, nutrition counseling methods, nutrition communication, public health nutrition and research methods. Career opportunities include registered dietitian nutritionist positions in hospitals, clinics, public health departments, government agencies, research settings industry and schools.

The Master of Science in Dietetics with Dietetic Internship requires a capstone course which provides students the opportunity to complete an in-depth study of an area of evidence-based research/practice, write a comprehensive paper and present the project results. The required comprehensive examination for the Master of Science in Dietetics with Dietetic Internship will be satisfied by successful completion of the capstone project.

Admission Requirements:

1. Completed application to the Dietetic Internship Centralized Application Services (DICAS) and D & D Digital
2. Bachelor's degree from an accredited college or university
3. ≥ 3.0 GPA & C or better in all Didactic Dietetics Courses
4. Graduate Record Examination scores
5. Personal statement (discuss why want to become a registered dietitian nutritionist, discuss experiences that have helped prepare for career, short-term and long-term goals, strengths and weaknesses, experience in online education and potential as a graduate student)

6. Letters of recommendations from three individuals familiar with the applicant's academic/employment performance
7. Admission to the Graduate School does not guarantee admission to the Dietetics graduate program

For degree and program requirements, see:
Dietetics M.S. with Dietetic Internship (p. 84)

Department of Rehabilitation and Human Services

Interim Chair: David Slykhuis, Ph.D.

Location: Gunter 1250
Telephone: 970.351.2403
Fax: 970.351.1255

Website: www.unco.edu/nhs/human-services/

Rehabilitation Counseling

Location: Gunter 1250
Telephone: 970.351.2403
Fax: 970.351.1255
Website: www.unco.edu/nhs/rehabilitation-counseling-sciences/

Rehabilitation Faculty: Jill Bezyak, Ph.D.; Erin Moser, Ph.D.

Emeritus Faculty: Juliet H. Fried, Ed.D.; Dennis A. Gay, Ph.D.; Raymond E. Nelson, Ph.D.; Joseph N. Ososkie, Ph.D.

The Department of Rehabilitation and Human Services houses the only rehabilitation degree program in Colorado. Students in this program are prepared at the professional level to work with people with physical and/or mental disabilities. The Rehabilitation Counseling graduate program includes experiences through practica and internships.

Careers in rehabilitation are available in areas of direct service, administration, teaching, and research.

The mission of the Rehabilitation program is to educate Master's students in the area of rehabilitation counseling to assist and support individuals with disabilities or chronic illnesses to achieve maximum potential, meaningful employment, and full community integration. In doing so, the program focuses on encouraging students to pursue a life-long commitment to learning, critical thinking skills, creative problem solving, and an appreciation of the skills and abilities of the individuals with disabilities.

Admission: The student must submit materials directly to the Graduate School. Materials sent to the program will not be reviewed. In addition to application materials required by the Graduate School, the Rehabilitation Counseling program requires:

1. Two letters of recommendation.
2. Provide a current resume.
3. A statement of interest covering the following topics (maximum of 8 pages double-spaced)
 - a. What factors and events motivated your interest in rehabilitation?
 - b. Discuss your attitude and philosophy in general. Describe your attitude or philosophy toward research, community change and advocacy.
 - c. What are your career and educational goals? Why have you chosen rehabilitation counseling as your area of study? In what role and in what organizational setting would you ultimately like to be employed?
 - d. What past exposure have you had to rehabilitation? Include any coursework or work experience (paid or volunteer) you have had. If you have had none, provide a justification of your current interest in the field.
 - e. How would you describe your strengths and weaknesses? This should cover such areas as academic ability, ability to form effective counseling relationships, ability to work with individuals from various cultural backgrounds, capacity to work with others, leadership and ability to cope with stress.

Rehabilitation Counseling M.A.

The Rehabilitation Counseling M.A. program is accredited by the Council for Accreditation of Counseling & Related Educational Programs (CACREP).

All students who graduate will be eligible to earn the Certified Rehabilitation Counselor (CRC) designation and will be prepared to enter the professional Rehabilitation Counseling field in public and/or private rehabilitation programs.

For degree and program requirements, see:
Rehabilitation Counseling M.A. (p. 113)

School of Sport and Exercise Science

Director: David S. Hydock, Ph.D.

Location: Gunter 2590
Telephone: 970.351.2535
Website: www.unco.edu/nhs/sport-exercise-science/

Faculty: Shannon M. Courtney, M.A.; Brian D. Dauenhauer, Ph.D.; Scott Douglas, Ph.D.; Abbie Ferris, Ph.D.; J. Reid Hayward, Ph.D.; Gary D. Heise, Ph.D.; David S. Hydock, Ph.D.; Jennifer M. Krause, Ph.D.; Alan Morse, Ph.D.; Jeremy D. Smith, Ph.D.; Megan Babkes Stellino, Ed.D.; Laura Stewart, Ph.D.; Yoon Tae Sung, Ph.D.; James V. Turk, M.S.; Sara Wings, Ph.D.

Emeritus Faculty: Mary A. Behling, Ph.D.; Robert Blasi, M.A.; Cynthia Carlisle, Ed.D.; Carolyn A. Cody, Ph.D.; Carolyn Ann Dennehy, Ph.D.; Margaret E. Everett, M.A.; Dianna P. Gray, Ph.D.; Nancy Hinrichs, M.A.; Christy A. Howard, M.S.; Jani Malkiewicz, M.A.; Theresa M. Malumphy, Ph.D.; Harold L. McKain, Jr., Ph.D.; D. Allen Phillips, Ed.D.; Tim B. Ramsey, M.A.; Linda A. Sharp, B.A., J.D.; Doris C. Steffy, M.A.; Jim Stiehl, Ph.D.; David K. Stotlar, Ed.D.; Nancy Van Anne, Ph.D.; Thurman Wright, D.P.E.

The School of Sport and Exercise Science has a long and distinguished history of preparing individuals to assume leadership roles in sport and physical activity settings, and subscribes to the philosophy that physical activity and sport contribute to the overall quality of life. To this end, the School offers a variety of majors that provide students with the necessary coursework and experience to serve as a foundation for careers in the professions of physical education, exercise science, sport psychology, and sport management. Specific graduate programs include:

Graduate programs:

- Athletic Training M.S.
- Sport Administration M.S., Ph.D. (M.S. also offered on-line)
- Biomechanics M.S., Ph.D.
- Exercise Physiology M.S., Ph.D.
- Social Psychology of Sport and Physical Activity M.S., Ph.D.
- Physical Education Physical Activity Leadership M.A.T., Ph.D. (M.A.T. off-campus program only)
- Sport Coaching M.A. (on-line program only)

Graduate programs in sport and exercise science provide an opportunity to go into greater depth in the study of human movement, pedagogy, and sport administration. Both theory and professional applications are emphasized. The doctoral program seeks to develop critical thinkers with the conceptual and methodological tools for conducting meaningful research, and prepares individuals to teach courses at the college level and assume leadership positions in their respective disciplines.

Many research opportunities are available in the laboratories used by the School of Sport and Exercise Science. Facilities are available for the study and analysis of teaching physical education. The teaching research laboratory is equipped with state-of-the-art physical activity monitoring technology and analytic software for student and faculty use. Biomechanics facilities include motion analysis capabilities, a force-measuring treadmill, and electromyography systems. Applied research in exercise physiology takes place in well-equipped laboratories for analysis of fitness components (cardiorespiratory fitness, body composition, muscular fitness, flexibility/range of motion, and balance), and

exercise physiology basic science research is done in laboratories equipped to examine physiological, biochemical, and molecular parameters. Research in social psychology of sport and physical activity is primarily conducted with individuals in natural or “field” settings. The Sport Marketing Research Institute conducts marketing and other industry research for Colorado and western region sport organizations. Affiliated with the School of Sport and Exercise Science is the University of Northern Colorado Cancer Rehabilitation Institute, one of the first programs of its kind in the United States.

Athletic Training M.S.

Applicants to the AT program must apply to the University of Northern Colorado Graduate School before the program area reviews the applicant’s request for admission. To apply, submit the online application via the link on the Graduate School website. Failure to submit all required materials will delay the evaluation and screening of your application. Applicants will be required to submit:

Admission requirements over and above admission to UNC Graduate School are required. Additional AT program admission requirements include:

- Evidence of experience in athletic training (at least 50 observation hours under a certified athletic trainer in an athletic training setting).
- Proof of Emergency Cardiac Care certification that is consistent with a level accepted by the Board of Certification, Inc.
- Submission of multiple documents including, but not limited to a resume, writing samples, and personal statements.
- Prerequisite courses completed, at the post-secondary level, with a grade of C or better, or in progress at the time of application to the program:
 - General Biology course with lab
 - General Chemistry course with lab
 - General Physics course with lab
 - Human Anatomy & Physiology I with lab
 - Human Anatomy & Physiology II with lab
 - Principles of Psychology
 - Principles of Nutrition
 - Biomechanics
 - Exercise Physiology
 - Introductory Statistics
- Two Letters of Recommendation
- An interview (to be scheduled after the application review)

Upon admission offer, students will be required to complete a physical exam by a physician of their choice;

show proof of immunization for hepatitis B, measles, mumps, rubella, tetanus, and diphtheria; and attest that they meet the technical standards established by the program and by the University's Disability Resource Center.

For degree and program requirements, see:

Athletic Training M.S. (p. 73)

Sport and Exercise Science M.S.

Applicants to the master's programs and graduate licensure program must apply to the University of Northern Colorado Graduate School before the program area reviews the applicant's request for admission. To apply, submit the online application via the link on the Graduate School website. Failure to submit all required materials will delay the evaluation and screening of your application.

- A Bachelor's Degree from an accredited college or university
- Current Resume
- Written Statement of Career Goals applicable to the selected concentration area
- \$50 non-refundable application fee; International Students: \$60 non-refundable application fee
- Completed Online Application
- Two Letters of Recommendation
- One copy of official transcripts from all accredited colleges or universities attended since completing high school. UNC Alumni need not submit transcripts.

Biomechanics Concentration

Students in the Master's program will study biomechanics research, laboratory techniques, and have options to study in affiliated areas. Involvement in ongoing laboratory research projects is expected. The Biomechanics Lab is a state-of-the-art research facility with a 10-camera motion analysis system, instrumented force measuring treadmill, 16 channel telemetered EMG system, metabolic cart, TekScan pressure measurement system, isokinetic dynamometer (Biodex) and computers with multiple software packages. Students in the Master's program choose between a Thesis Option or Non-Thesis Option.

For degree and program requirements, see:

Sport and Exercise Science M.S. – Biomechanics Concentration (p. 123)

Exercise Physiology Concentration

The Exercise Physiology Concentration focuses on physiological systems' responses to exercise. The program involves an in depth examination of both acute and chronic adaptations to exercise with special attention placed on the cardiovascular system, skeletal muscle, and metabolism. Students also receive considerable advanced laboratory

experience in the classroom and involvement with faculty research. Students in the Master's program choose between a Thesis Option or Non-Thesis Option.

For degree and program requirements, see:

Sport and Exercise Science M.S. – Exercise Physiology Concentration (p. 124)

Social Psychology of Sport & Physical Activity Concentration

The focus of this concentration area is upon social psychological concepts as they relate to sport, exercise and physical activity behavior including motivation, self-perceptions, emotion, group processes and socialization. A lifespan developmental perspective is also taken to address these social psychological forms of influence in sport, exercise and physical activity contexts. Involvement in ongoing faculty research opportunities is encouraged. Research in social psychology of sport and physical activity is primarily conducted with individuals in natural or "field" settings. Students in this Master's program choose between a Thesis Option or Non-Thesis Option.

For degree and program requirements, see:

Sport and Exercise Science M.S. – Social Psychology of Sport & Physical Activity Concentration (p. 125)

Sport Administration Concentration

The Master of Science in Sport and Exercise Science: Sport Administration Concentration curriculum follows the guidelines set for the preparation of students in sport management by the North American Society for Sport Management. Students are prepared to assume positions in the management of sport in collegiate athletic programs and professional, Olympic and commercial sport business. The M.S. program requires a minimum of 30 hours. Students in this Master's program choose between a Thesis Option or Non-Thesis Option.

For degree and program requirements, see:

Sport and Exercise Science M.S. – Sport Administration Concentration (p. 126)

Sport Coaching M.A.

This online Sport Coaching Master of Arts (M.A.) degree is designed to enhance coaching knowledge and expertise, and to advance existing coaching practices through evaluation and application of current research. One of very few online graduate coaching degrees in the country, this innovative program combines academic knowledge with applied practice and the latest technology. The online sports coaching master's degree starts each Fall term.

Comprehensive Examination

All students must pass the Comprehensive Examination with a score of 80% or higher. This examination consists of a non-sequestered written review and analysis paper of

the national coaching standards (SHAPE America, 2019) and focuses on content addressed throughout the Sport Coaching curriculum.

For degree and program requirements, see:
Sport Coaching M.A. (p. 127)

Physical Education and Physical Activity Leadership M.A.T.

The MAT in Physical Education and Physical Activity Leadership is designed for school professionals who wish to develop advanced skills and strategies in physical education and school-wide physical activity promotion. Students will be prepared to assume a leadership role in coordinating and championing comprehensive school physical activity programs.

Comprehensive Examination

All students must pass a non-sequestered written Comprehensive Examination with a score of 80% or higher. The examination consists of essential course content and a final report of results from a school-based physical activity initiative.

For degree and program requirements, see:
Physical Education M.A.T. (p. 112)

Sport and Exercise Science Post Baccalaureate Licensure Program

The Post Baccalaureate licensure program allows students with an undergraduate major in sport and exercise science or related areas to obtain teacher licensure.

See “Physical Education (Grades K-12), Post Baccalaureate Licensure” in the Undergraduate Catalog.

Sport and Exercise Science Ph.D.

Admission Criteria:

Applicants must apply to the University of Northern Colorado Graduate School before the program area reviews the applicant’s request for admission. To apply, submit the online application via the link on the Graduate School website. Failure to submit all required materials will delay the evaluation and screening of your application.

- A Master’s Degree from an accredited college or university
- Current Resume
- Written Statement of Career Goals applicable to the selected concentration area
- \$50 non-refundable application fee; International Students: \$60 non-refundable application fee
- Official copies of GRE scores (less than 5 years old) for doctoral applicants
- Completed Online Application

- Three Letters of Recommendation
- One copy of official transcripts from all accredited colleges or universities attended since completing high school. UNC Alumni need not submit transcripts.

Biomechanics Concentration

In addition to required coursework, doctoral students in the biomechanics concentration assist with current research projects associated with their interests and specialized coursework which exposes them to research tools and procedures in the laboratory. Involvement in these lab research activities will help to stimulate the student’s development of research questions to pursue a dissertation. Experience in the classroom as a university-level instructor is also required of doctoral students given the teacher-scholar emphasis at UNC.

For degree and program requirements, see:
Sport and Exercise Science Ph.D. – Biomechanics Concentration (p. 162)

Exercise Physiology Concentration

Doctoral students in the exercise physiology concentration will not only complete coursework in physiology, biochemistry, statistics and research design, but they will also gain valuable classroom teaching experience, and be intimately involved with the basic science and clinical research conducted by exercise physiology faculty.

For degree and program requirements, see:
Sport and Exercise Science Ph.D. – Exercise Physiology Concentration (p. 163)

Social Psychology of Sport & Physical Activity Concentration

Students in social psychology of sport and physical activity concentration will complete coursework in the social and psychological disciplines as they relate to contemporary professional and amateur sport as well as on social and psychological aspects of child development in sports and physical activity. Students will also conduct research in the area of children’s physical activity behavior and social influences upon sport and exercise motivation.

For degree and program requirements, see:
Sport and Exercise Science Ph.D. – Social Psychology of Sport & Physical Activity Concentration (p. 164)

Sport Administration Concentration

The Doctor of Philosophy in Sport and Exercise Science: Sport Administration concentration curriculum follows the guidelines set for the preparation of students in Sport Management by the North American Society for Sport Management. The program is designed primarily to prepare students for academic positions in higher education. Some students may choose to apply their

doctoral coursework in careers in the management of sport in collegiate athletic programs, professional, Olympic, or commercial sport business.

For degree and program requirements, see:

Sport and Exercise Science Ph.D. – Sport Administration Concentration (p. 166)

Physical Education and Physical Activity Leadership (PE PAL) Concentration

Our Ph.D. in Sport and Exercise Science: Physical Education and Physical Activity Leadership is a research degree, designed for students who seek careers as college or university professors or related areas. In addition to building academic expertise in physical education and physical activity leadership, you will develop excellent teaching skills, drawing on UNC's strength as an educator-training institution. Alumni of our doctoral program have a stellar record of faculty job placements. Students will be able to: Pursue an academic career as a faculty member; Produce applied, relevant, influential research; Belong to a global alumni network.

For degree and program requirements, see:

Sport and Exercise Science Ph.D. - Physical Education and Physical Activity Leadership (PE PAL) Concentration (p. 167)

Other Programs in the College of Natural and Health Sciences

Graduate Interdisciplinary Degree Program M.A.

Science Education Concentration

This fully online program is coordinated by Science Teacher Education Programs and is designed specifically for practicing teachers. Teachers will increase their science content and pedagogical content knowledge as well as gain expertise in inquiry-focused teaching strategies, build understanding of diverse learners, and develop strategies to reflect upon how their teaching impacts their students. In addition, it will provide the opportunity for the teacher to investigate a research question(s) of their choosing. See www.unco.edu/nhs/science.

Admission: Students will be admitted to the program on the basis of:

1. A bachelor's degree from an accredited college or university,
2. One year of teaching experience in K-12 educational setting,
3. Transcripts,
4. At least two letters of recommendation from persons familiar with their academic and teaching performance,
5. Resume,

6. A 500 word letter of intent addressing interest in the program, their educational goals, areas of study, and topics of potential research interest.

All admission criteria as listed above are taken into consideration for acceptance into the Science Education Concentration program. Admission to the Graduate School does not guarantee admission to the Science Education Concentration graduate program.

For degree and program requirements, see:

Graduate Interdisciplinary Degree Program M.A. – Science Education Concentration (p. 96)

COLLEGE OF PERFORMING AND VISUAL ARTS (PVA)

University Programs

Graduate Programs (p. 73)

Office of the Dean

Dean: Cristina Goletti, M.F.A.

Associate Dean: Melissa Malde, D.M.A.

Location: Guggenheim 206

Telephone: 970.351.2515

The University of Northern Colorado's College of Performing and Visual Arts draws on the extensive resources of the University and the Front Range region of Colorado to provide an outstanding milieu conducive to the development of arts professionals. Our students have transformative and inspiring experiences in a first-class environment that includes advanced technology laboratories in all the arts, contemporary dance studios, traditional and experimental theatre spaces, unparalleled music resources, and studios in the diverse disciplines of the visual arts. The College combines the best of the time-honored academy tradition and the most current and prescient ideas in the arts with the liberal arts education of a major university.

The College of Performing and Visual Arts has an exceptional reputation for offering in-depth study of music, theatre arts, dance, and art and design. The College offers undergraduate and graduate degrees, as well as lifelong learning programs that integrate up-to-date facilities, accessible and highly acclaimed faculty members, practicum experiences with leading arts agencies, and the rich cultural attractions of the region into a well rounded and valuable curriculum.

Whether you are interested in becoming a high school art teacher, an orchestra conductor, a choreographer of modern dance, a stage manager, graphic designer, composer of contemporary jazz, a performance artist, actor, or any one of hundreds of arts professions, you will find the University of Northern Colorado the place to expand and nurture your talent. If you choose to join the College, and its distinguished and accomplished faculty, you will be following in the footsteps of alumni who have been succeeding in and creating the arts of today and the future.

School of Art and Design

Director: Donna Goodwin, Ph.D.

Location: Guggenheim

Telephone: 970.351.2993

Website: arts.unco.edu/art/

Faculty: Lauren Eisen, M.F.A.; Mark Fetkewicz, M.F.A.; Kiki Gilderhus, Ph.D.; Donna Goodwin, Ph.D.; Michael Lemke M.F.A.; Andrew Liccardo, M.F.A.; Hye Jeong Park, M.F.A.; Connie Stewart, Ph.D.; Anna Ursyn, Ph.D.

The School of Art & Design offers the opportunity to study the artistic aspects of our heritage, our culture, visual communications and personal artistic expression, as well as the arts of other cultures and civilizations. It is the purpose of the school to provide a comprehensive education in the visual arts through studio practice, art history, cultural studies, and critical studies.

School of Music

Interim Director: Melissa Malde, D.M.A.

Interim Associate Director: Carissa Reddick, Ph.D.

Location: Frasier Hall 108

Telephone: 970.351.2993

Website: arts.unco.edu/music/

Graduate Coordinator: Carissa Reddick, Ph.D.

Faculty: John Adler, D.M.A.; Erik Applegate, M.M.; Jonathan Bellman, D.M.A.; Antares Boyle, Ph.D.; Jill Burleson Burgett, D.A.; Brian Casey, D.M.A.; Clelyn Chapin, D.M.A.; Derek Chester, D.M.A.; Andrew Dahlke, D.M.A.; Janice Dickensheets, D.A.; Ludek Drizhal, M.M.; Paul Elwood, Ph.D.; Gal Faganel, D.M.A.; Lindsay Fulcher, Ph.D.; Nathan Fulks, D.M.A.; Socrates Garcia, D.A.; James Hall, D.M.A.; Charles A. Hansen, D.M.A.; Lauren Jacobson, M.M.; Deborah Kauffman, D.M.A.; Stephen Kovalcheck, D.M.A.; Dana B. Landry, M.M.; Brian Clay Luedloff, M.F.A.; Melissa Malde, D.M.A.; Michael Oravitz, Ph.D.; Carissa Reddick, Ph.D.; Leo Welch, D.M.; Lei Weng, M.M.; James White, M.A.; Nathaniel G. Wickham, D.M.A.; William Wilson, M.M.; Drew Zaremba, M.M.

Approximately 450 music majors annually have made UNC's School of Music their choice for many reasons. The School of Music offers nationally recognized faculty with specialists on every instrument. There are more than 50 performing ensembles, a number of which are nationally recognized.

The UNC School of Music, with 37 full-time and 20 part-time faculty, is organized into seven program areas, each with an area head. The program areas are Winds and Percussion, Strings, Keyboard, Vocal, Academic Studies, Music Education, and Jazz Studies.

Students may choose from a full range of degrees, bachelor through doctoral programs, and from concentrations in performance, conducting, music education, music theory,

jazz studies, and music history. Considerable variety and depth of course offerings are available at UNC.

General objectives of the University of Northern Colorado School of Music are based on service and leadership in the arts at local, state, regional, national and international levels.

An integral unit within the University, the School of Music embraces the role and mission statements of the University of Northern Colorado and has designed its goals and objectives to support and enhance institutional purposes and directions.

The primary goal of the UNC School of Music is to develop skilled and sensitive musicians at the undergraduate, master's and doctoral levels, including performers, conductors, educators, composers, historians, theorists and music administrators. The UNC School of Music maintains a two-fold objective of providing the strongest preparation possible in music education, theory, and history, while encouraging the highest standards of performance.

School of Music graduates are well regarded in the professional world. UNC-prepared educators hold positions at universities, colleges, high schools, junior high and elementary schools throughout the United States and the world. School of Music performance graduates are found in professional symphony orchestras, opera and musical theatre repertory companies, the nation's premier military ensembles, prominent free-lance positions in metropolitan centers, and in professional chamber ensembles and jazz bands.

Curricular Practical Training

UNC School of Music students routinely participate in paid and unpaid teaching and performance opportunities both on and off campus to develop as performers and educators during their degree programs. Although the expectation is not explicit in the credit requirements, practical application and participation is an expected and necessary part of the curriculum for all School of Music students. Students are expected to work with their applied teacher and area faculty to evaluate the applicability of teaching or performance opportunities to their program of study.

Major Musical Organizations

MUSIC THEORY:

- MUS 501 18th Century Counterpoint
- MUS 502 Harmony and form I
- MUS 503 Harmony and Form II
- MUS 504 Music Theory Pedagogy
- MUS 505 Sixteenth-Century Counterpoint
- MUS 603 Analytical Studies in Music

MUS 604 Seminar in Schenker Analysis

MUSIC HISTORY:

- MUS 643 Seminar: Medieval Music
- MUS 644 Seminar: Music in the Renaissance
- MUS 645 Seminar: The Baroque Period
- MUS 646 Seminar: The Classical Period
- MUS 647 Seminar: The Romantic Period
- MUS 649 Music History Pedagogy
- MUS 651 Seminar in Music History: Debussy to 1945
- MUS 652 Seminar in Music History: 1945 to the Present
- MUS 653 Vocal Literature and Styles
- MUS 657 Instrumental Literature and Styles

INSTRUMENTAL PERFORMANCE (based on applied area)

- MUS 636 Individual Performance in Jazz
- MUS 637 Individual Performance in Jazz Composition
- MUS 665 Individual Performance in Collaborative Piano
- MUS 670 Individual Performance in Voice
- MUS 671 Individual Performance in Piano
- MUS 673 Individual Performance in Strings, Harp, or Guitar
- MUS 674 Individual Performance in Woodwinds
- MUS 675 Individual Performance in Brass or Percussion
- MUS 677 Individual Performance in Composition

MAJOR MUSICAL ORGANIZATIONS:

- MUS 624 Vocal Jazz Ensemble*
- MUS 625 Jazz Ensemble*
- MUS 667 University Symphony Orchestra
- MUS 668 Chamber Orchestra
- MUS 680 Mixed Concert Choir
- MUS 681 Women's Glee Club
- MUS 684 Men's Glee Club
- MUS 688 Concert Band
- MUS 690 Symphonic Band
- MUS 691 Wind Ensemble

*For Jazz studies students and other students whose primary applied lessons are in jazz, the following Major Musical Organizations apply.

ENSEMBLE BY ADVISEMENT (For Collaborative Piano):

- In addition to Major Musical Organizations listed above:
- MUS 630 Small Ensembles and Chamber Music
 - MUS 666 Chamber Choir
 - MUS 668 Campus String Orchestra

MUS 682 University Singers

MUS 685 Performance in Opera Theatre

Graduate Admission Requirements

Prerequisite to admission to any graduate program in Music is completion of an appropriate undergraduate music degree. Admission will be based on an evaluation of the student's competencies and the content of the undergraduate program.

The student must take the appropriate Advisory Examinations in Music Education, Music History, and Music Theory administered by the School of Music faculty upon the student's arrival on campus. Students with an instrumental concentration may be required to take written examinations on technique in their performance area.

All graduate students enrolling in the School of Music as majors are expected to attend major recitals, concerts, productions, and convocations on a regular basis as part of their course program.

Candidates will take a written comprehensive examination at a time approved by their major advisor.

Master's Programs. An audition in the major applied area is required of all entering graduate students, and three letters of recommendation are also required of Music Education majors.

Doctoral Program. An audition in the major applied area is required of all entering graduate students. A minimum of two years public school teaching experience is required of D.A. (Music Education) applicants. Three letters of recommendation are required of all applicants.

Music M.M.

Each new student entering a graduate program in music at the University of Northern Colorado is required to take graduate advisory examinations in Music History and writing skills, and placement examinations in Music Theory and Aural Skills, and the student's major area. For students entering the Music Education degree, the major area will be Music Education. Graduate students who do not pass the theory placement exam must enroll in MUS 401. Graduate students who do not pass the aural skills placement exam must enroll in MUS 402. All students must either pass the theory and aural skills exam OR pass MUS 401 and/or MUS 402 with a grade of C or better before they can enroll in graduate-level theory classes or graduate from their programs.

The degree program seeks to assist graduate candidates in developing advanced professional competencies in performance, scholarly abilities, research, and pedagogical techniques for use in the profession or for instruction in higher education.

Admission. Residency, when stated in the music section of this Catalog, is interpreted to mean 9 credit hours or more per semester.

The candidates must take the Advisory Examinations in Music History and writing skills, and the Placement Examination in Music Theory and Aural Skills. Candidates with deficiencies will meet with their major advisor and other appropriate faculty to determine the best way to address the deficiencies. An entrance audition is required.

Collaborative Piano Concentration

For degree and program requirements, see:

Music M.M. – Collaborative Piano Concentration (p. 105)

Composition Concentration

For degree and program requirements, see:

Music M.M. – Music Composition Concentration (p. 108)

Conducting Concentration

This concentration is designed to assist the graduate candidate in developing advanced professional competencies in conducting, while pursuing specialized studies in the areas of choral, orchestral, and wind band. In addition to the Music M.M. requirements, an entrance audition is required.

Admission. Prospective conducting applicants should have had at least two years of experience in high school teaching or equivalent experience before applying for graduate studies. A personal audition is required.

Conducting applicants should write to the appropriate director for specific information concerning audition and interview procedures.

For degree and program requirements, see:

Music M.M. – Conducting Concentration (p. 105)

Instrumental Performance Concentration

Performance concentrations are available in flute, oboe, clarinet, bassoon, saxophone, horn, trumpet, tenor trombone, bass trombone, euphonium, tuba, percussion, violin, viola, violoncello, string bass, harp, keyboard, voice, and guitar.

For degree and program requirements, see:

Music M.M. – Instrumental Performance Concentration (p. 106)

Jazz Studies Concentration

The Master of Music degree program is designed to assist the graduate student in developing advanced professional competencies in jazz. The degree program seeks to

broaden and deepen scholarly abilities and research and pedagogical techniques for use in the profession or for instruction in higher education.

Admission. In addition to meeting the admission requirements of the Graduate School, the student must take the Advisory Examinations in Music History and Literature, Jazz History, Jazz Theory, Music Theory and writing skills. Candidates with deficiencies will meet with their major advisor and other appropriate faculty to determine the best way to address the deficiencies. An entrance audition is required.

For degree and program requirements, see:

Music M.M. – Jazz Studies Concentration (p. 106)

Music Education Concentration

The Master of Music (Music Education Concentration) degree program is designed to develop and enrich professional understandings, skills, and musical/pedagogical competencies in the field of music education.

Incoming students must meet admission requirements of the Graduate School. Candidates must have completed an undergraduate degree in music or music education. Other candidates may be accepted upon petition to the Music Education Program.

Prospective music education graduate students, in addition to following current Graduate School and School of Music application procedures, should submit the following directly to the School of Music director in order to be considered for admission to the UNC Music Education Graduate Program:

- One 30-45 minute video or DVD that is representative of the applicant's teaching abilities. Applicants should include a 10-15 minute performance segment that is representative of their performing ability on their primary instrument or voice. Applicants should select two pieces of contrasting style for the performance segment.
- Three letters of recommendation addressing teaching abilities, potential for success in graduate studies, musicianship, and collegiality.

For degree and program requirements, see:

Music M.M. – Music Education Concentration (p. 107)

Music History and Literature Concentration

In addition to the Music M.M. requirements above, students entering this area of concentration must have the equivalent of an undergraduate music major as outlined in this Catalog.

Students will be expected to demonstrate translational competency in German, French, or Latin as a prerequisite to candidacy.

For degree and program requirements, see:

Music M.M. – Music History and Literature Concentration (p. 108)

Music Theory Concentration

Admission: In addition to following current Graduate School and School of Music application procedures, prospective music theory graduate students should submit the following directly to the School of Music director in order to be considered for admission:

- Three letters of recommendation
- Official transcripts
- Writing sample: 7–10 page paper, with research citations (any style) and preferably with musical examples, on a music theory- or music history-related topic exemplifying original, critical thought

Language Requirement. Students will be expected to demonstrate translational competency in German or French, or a different language if relevant to their course of study, before taking their comprehensive exams.

Keyboard Proficiency. Students must demonstrate competency in the following keyboard skills before taking their comprehensive exams:

- realize a figured bass and Roman numeral progression with acceptable voice-leading in keyboard style
- sight-read a Bach chorale harmonization
- perform a short, prepared, intermediate-level piece, such as a two-part Bach Invention, Beethoven Bagatelle, Schubert German Dance, etc.

Students must maintain a GPA of 3.2 in courses that are part of their degree plan.

For degree and program requirements, see:

Music M.M. – Music Theory Concentration (p. 109)

Vocal Performance Concentration

For degree and program requirements, see:

Music M.M. – Vocal Performance Concentration (p. 109)

Music D.A.

Concentrations:

- Collaborative Piano Concentration
- Conducting Concentration
- Jazz Studies Concentration
- Music History and Literature Concentration
- Music Performance Concentration
- Music Composition Concentration

Each new student entering a graduate program in music at the University of Northern Colorado is required to take graduate advisory examinations in Music History and writing skills, and placement examinations in Music Theory and Aural Skills, and the student's major area. For students entering the Music Education degree, the major area will be Music Education. Graduate students who do not pass the theory placement exam must enroll in MUS 401. Graduate students who do not pass the aural skills placement exam must enroll in MUS 402. All students must either pass the theory and aural skills exam OR pass; MUS 401 and/or; MUS 402 with a grade of C or better before they can enroll in graduate-level theory classes or graduate from their programs.

The Doctor of Arts degree provides options for advanced study in the areas of music history and literature, composition, conducting, and performance (with an optional concentration in pedagogy).

The Doctor of Arts in Music at UNC is part of the Western Regional Graduate Program (WRGP) established by the Western Interstate Commission for Higher Education (WICHE). In most cases, WRGP students pay tuition at resident student rates; prospective D.A. students may direct inquiries concerning the WRGP to the School of Music.

For degree and program requirements, see:
Music D.A. (p. 150)

Music Education Concentration

This program emphasizes philosophy, psychology, contemporary and past history, and research. It also includes scholarship and musicianship through study in the areas of music history and literature, theory, composition, and performance.

This program area places primary emphasis on a comprehensive working knowledge of contemporary music education practices in public schools and college music programs, and/or community cultural life.

Prospective music education graduate students, in addition to following current Graduate School and School of Music application procedures, should submit the following directly to the Music Education Chair in order to be considered for admission to the UNC Music Education Graduate Program:

- One 30-45 minute video or DVD that is representative of the applicant's teaching abilities. Applicants should include a 10-15 minute performance segment that is representative of their performing ability on their primary instrument or voice. Applicants should select two pieces of contrasting style for the performance segment.
- Three letters of recommendation addressing teaching abilities, potential for success in graduate studies, musicianship, and collegiality.

For degree and program requirements, see:
Music D.A. – Music Education Concentration (p. 154)

School of Theatre Arts and Dance

Interim Director: Michelle Gaza, M.F.A

Location: Frasier Hall 105

Theatre Arts: 970.351.2991

Dance: 970.351.2991

Website: arts.unco.edu/theatre/

Graduate Coordinator: Mary Schuttler, Ph.D.

Faculty: Monte Black, M.F.A.; Jerald David Blatt, M.F.A.; Kimberly Clay, M.F.A.; Michelle Gaza, M.F.A.; Brian Hapcic, M.F.A.; Randall Harmon, Ph.D.; Rebecca Joy, M.F.A.; Carrie Klofach, D.M.A.; John R. Leonard, M.F.A.; Gillian McNally, M.F.A.; Mary Schuttler, Ph.D.; Anne Toewe, Ph.D.; Ken Womble, M.F.A.

UNC's Theatre Arts program combines online and classroom instruction with first-hand experiences in theatre education. General objectives of the University of Northern Colorado School of Theatre Arts and Dance are based on service and leadership in the arts at local, state, regional and national levels. An integral unit within the University, the School embraces the role and mission of the University and has designed its goals and objectives to support and enhance institutional purposes and directions.

Dance Education M.A.

Schedule:

The program will be delivered through both online learning and on campus classes. The online learning would take place during the fall and spring semesters, while the students would be on campus during the summers for face-to-face intensive classes. The summer classes would include three classes taught over a three week time period.

Admission:

Requirements beyond UNC's Minimum Requirements:

- Applicants must have a Bachelor's degree and a strong desire to obtain a Master of Arts degree in Dance Education.
- Those applying to the program would submit a sample of their scholarly writing for perusal. Scholarly writing could include writing describing curricula, lesson plans or research created or done by the applicant.
- Applicants would also need to describe in detail how they would plan to actively use what they have learned in this graduate program in their own teaching situation or prospective teaching situation.
- Students accepted to this program would be teachers or prospective teachers in Colorado and throughout the nation. There would, however, be an emphasis on

accepting those who are already teaching in our state with the goal of improving dance education in Colorado schools. There is also the possibility of accepting international students in this program. (Dr. Sandra Minton is well-known as a dance educator in the U.S. and internationally and has been able, in the past, to attract Colorado, national and international teachers as students to her graduate level courses offered through UNC Extended Campus).

- Students accepted to this program would not need to have completed undergraduate work in dance, although a background in dance as a professional performer or in dance studio classes would be helpful. Having an undergraduate degree in dance would be a plus.
- If a student has had previous experience in the dance field, please briefly describe those experiences. Such dance experiences could include those from dance studios, public or private K-12 schools university programs.

For degree and program requirements, see:

Dance Education M.A. (p. 83)

Theatre Education M.A.

Schedule: This focused program consists of four 3 credit on-line courses spread out over two and a half academic years, two three-week summer institutes for 18 credits (9 each year), and 6 credits of comprehensive exams for a total of 36 credits.

The program begins every fall semester. While on campus the following two summers, students will attend classes, and view or work on productions, Monday through Saturday for a total of 45 hours per week. The summer classes will be held during the first three weeks in July.

Admission: Applicants must have a Bachelor's degree and a strong desire to obtain a Master of Arts degree in Theatre Education. Applicants should have two years of experience teaching as either a full-time teacher in a school or as a teaching artist, and be familiar with creating curriculum and daily lesson plans. A teaching certificate is recommended yet not required. Approximately twenty students will be admitted each year. The goal is that each class will reflect a mix of diverse backgrounds, experience and interests. Applicants must meet the University of Northern Colorado's graduate admission requirements and **apply by April 1**. The applicant must also submit an essay discussing their goals for the program, why graduate school is an appropriate choice at this time, how accommodations will be made in their professional and personal life to make time for graduate school, and any successes or challenges with writing; a resume; and three letters of recommendation. Selection for the program will be made by the end of April. The GRE is not required.

For degree and program requirements, see:

Theatre Education M.A. - Theatre Educator Intensive (p. 129)

UNIVERSITY LIBRARIES

Dean: Jennifer Nutefall, M.A., M.L.S.

Associate Dean: Jayne Blodgett, M.L.I.S.

Location: James A. Michener Library

Phone: 970-351-2671

Fax: 970-351-2963

Email: libraries@unco.edu

Website: www.unco.edu/library

Faculty: Jayne R. Blodgett, M.L.I.S.; Keno Catabay, M.L.I.S.; Rachel Dineen, M.L.I.S.; Annie Epperson, M.S.L.S.; Stephanie Evers, M.L.S.; Ramón García, MS-LS; Melissa Gurney Schultz, M.L.I.S.; Wendy F. Highby, M.L.I.S.; Darren Ilett, Ph.D.; Jennifer J. Leffler, M.A.; Brianne Markowski, M.A.; Jennifer Mayer, M.L.I.S.; Jane Monson, M.A.; Margarita Shawcross, M.L.I.S.; Jay Trask, M.L.I.S.; Laura Uglean Jackson, M.L.S.; Nicole Webber, M.L.I.S.; Stephanie Wiegand, M.L.S.

Emeritus Faculty: Mark Anderson, M.L.I.S.; Joan Lamborn, A.M.L.S.; Kay Lowell, M.L.S.; Stephen Luttmann, M.L.S.; Helen Reed, AMLA

View University Libraries services (p. 38).

GRADUATE COURSE DESCRIPTIONS

Course designation information can be found in the **Course Designation Policy** (p. 40). Course fee information can be found at www.unco.edu/costs/.

AFS - Africana Studies

College of Humanities and Social Sciences

Africana Studies Program

AFS 550 - African American History, 1896-Present (3)

A critical examination of African American history from the pivotal 1896 Homer Plessy U.S. Supreme Court decision to the present.

Level Restriction: Include GR.

ANT - Anthropology

College of Humanities and Social Sciences

Department of Anthropology

ANT 508 - Workshop (1-3)

A variety of workshops on special topics within the discipline. Goals and objectives will emphasize the acquisition of general knowledge and skills in the discipline.

Class Restriction: Exclude Freshman and Sophomore.
Course Attribute: Variable Title Course. Repeatable Status: Course is repeatable with no limitations.

ANT 525 - Fieldwork in Archaeology (4)

Required laboratory arranged. Introduction to archaeological field methods through participation in an archaeology field school experience. Students will participate in an on-going archaeological research project for four weeks during the summer.

Prerequisite: (ANT 100 or ANT 120 with a minimum grade of C). Class Restriction: Exclude Freshman and Sophomore. Course Fee: Participation Fee Required.

ANT 622 - Directed Studies (1-4)

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.)

Special Notes: Maximum concurrent enrollment is two times. Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: Course is repeatable with no limitations.

APCE - Applied Psychology and Counselor Education

College of Education and Behavioral Sciences

Department of Applied Psychology and Counselor Education (p. 195)

APCE 508 - Workshop (1-3)

A variety of workshops on special topics within the discipline. Goals and objectives will emphasize the acquisition of general knowledge and skills in the discipline.

Class Restriction: Exclude Freshman and Sophomore.
Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles with no limits on the number of times it can be repeated.

APCE 513 - Professional Renewal (1-3)

Update skills and knowledge of professionals in the discipline. Goals and objectives will be specifically directed at individual professional enhancement rather than the acquisition of general discipline knowledge or methodologies. S/U or letter graded.

Class Restriction: Exclude Freshman and Sophomore.
Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles with no limits on the number of times it can be repeated.

APCE 558 - Diagnosis and Treatment Planning (3)

An introduction to diagnostic criteria, according to the DSM, for mental and emotional disorders. Students will learn about treatment planning based on causes, symptoms, characteristics, and classifications of abnormal behavior.

Prerequisite: (APCE 602 and Concurrent Prerequisite APCE 607 with a minimum grade of C) or (APCE 650 and Concurrent Prerequisite APCE 607 with a minimum grade of C) or (Concurrent Prerequisite APCE 701 and Concurrent Prerequisite APCE 707 with a minimum grade of C). Level Restriction: Include GR.

APCE 601 - Practicum (1-3)

Supervised professional activity in student's major field; approximately 37.5 clock hours of work per credit. S/U graded.

Major/Minor Restriction: Include Community Counseling, Clinical Mntl Hlth Counseling, Counselor Education, Counselor Ed and Supervision, Counseling Psychology, School Counseling, School Psychology, Marriage/Couples/Family Couns Major(s). Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 3 credit hours.

APCE 602 - Foundations of School Counseling (3)

Study the conceptual foundation of the counseling and school counseling professions including history, philosophy, principles and trends. Includes functions of counselors, administrators, teachers and parents in meeting students' needs.

Level Restriction: Include GR.

APCE 603 - Understanding Children, Adolescents, and Their Systems (3)

A comprehensive study of therapeutic approaches and techniques for children and adolescents. The course focuses on the therapeutic involvement of significant others with children in a variety of settings.

Prerequisite: APCE 607 with a minimum grade of C. Level Restriction: Include GR.

APCE 605 - Group Laboratory Experience (1)

Provides an opportunity to participate in a group experience. S/U graded.

Prerequisite: (Concurrent Prerequisite APCE 606 or Concurrent Prerequisite APCE 662 with a minimum grade of C). Level Restriction: Include GR.

APCE 606 - Theories and Practices in Group Guidance (3)

Must be taken at site of admission. Study theories and methods of group counseling including applications in school settings for educational planning, career decisions and interpersonal relations, and forming and facilitating guidance groups in educational settings.

Prerequisite: (APCE 602 or APCE 607 with a minimum grade of C). Corequisite: APCE 605. Level Restriction: Include GR.

APCE 607 - Theories of Counseling (3)

The study and critical analysis of the major counseling theories and elements of effective psychotherapy as they apply to the counseling process.

Major/Minor Restriction: Include Clinical Counseling, Community Counseling, Clinical Mntl Hlth Counseling, Counselor Education, Counselor Ed and Supervision, Counseling Psychology, School Counseling, School Psychology, Marriage/Couples/Family Couns Major(s). Level Restriction: Include GR.

APCE 608 - Organization, Administration and Evaluation of School Counseling Programs (3)

The major focus of this applied course is on the design, development, implementation, and evaluation of a comprehensive school counseling program that meets national standards.

Prerequisite: APCE 602 with a minimum grade of C. Major/Minor Restriction: Include Community Counseling, Clinical Mntl Hlth Counseling, Counselor Education, Counselor Ed and Supervision, Counseling Psychology, Marriage/Couples/Family Couns, School Counseling, School Psychology Major(s). Level Restriction: Include GR.

APCE 609 - Foundations of Play Therapy (3)

Course includes an overview of play therapy principles, history, techniques, and modalities. Course features a practicum element during which students conduct one play therapy session, under supervision of the instructor.

Level Restriction: Include GR.

APCE 612 - Practicum in Individual Counseling (5)

Students will receive supervised experience in counseling, including use of audio and video tapes, client and supervisor feedback, and seminar. This course must be taken at the site of admission. S/U graded.

Prerequisite: (APCE 558 and APCE 607 with a minimum grade of C) and (APCE 602 or APCE 650 with a minimum grade of C) and (PSY 530 with a minimum grade of C). Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 10 credit hours. Course Fee: Course Fee Required.

APCE 614 - Internship in School Counseling and Guidance (1-9)

Refer to program handbook. Must be taken at site of admission. A culminating field experience for counseling students engaged in counseling and guidance activities in elementary, middle, and high school settings under the supervision of one or more licensed school counselors. S/U graded.

Prerequisite: (APCE 608 and APCE 612 with a minimum grade of C). Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 18 credit hours. Course Fee: Supervision Fee Required.

APCE 616 - Career Theory, Counseling and Assessment (3)

Study theory and methods of career counseling, introduce and become familiar with career assessment instruments, and discuss current issues in the field of career counseling.

Level Restriction: Include GR. Course Fee: Assessment Fee Required.

APCE 617 - Play Therapy: Theory and Practicum (3)

Study theoretical bases for play therapy and conduct play therapy under faculty supervision.

Prerequisite: APCE 612 with a minimum grade of C. Level Restriction: Include GR. Course Fee: Course Fee Required.

APCE 619 - Practicum II in Individual Counseling (3)

Practicum II is a field-based experience, viewed as a transitional experience to be completed after successful completion of Practicum I and prior to registering for and completing Internship hours. S/U graded.

Prerequisite: (APCE 612 with a minimum grade of C) and (APCE 606 or APCE 662 with a minimum grade of C). Corequisite: APCE 616 and APCE 673. Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 6 credit hours.

APCE 622 - Directed Studies (1-3)

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.)

Special Notes: Maximum concurrent enrollment is two times. Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: Course is repeatable with no limitations.

APCE 623 - Understanding and Counseling Diverse Populations (3)

An examination of counselor training issues and counseling skills relevant to working with clients with diverse cultural backgrounds. This course will sensitize students to the concerns of various cultural groups.

Major/Minor Restriction: Include Clinical Counseling, Community Counseling, Clinical Mntl Hlth Counseling, Counselor Ed and Supervision, Counseling Psychology, School Counseling, School Psychology, Marriage/Couples/Family Couns Major(s). Level Restriction: Include GR.

APCE 624 - Assessment and Treatment of Substance Abuse (3)

Examination of major treatment approaches to substance abuse and theories of etiology. Investigation of pharmacological and medical aspects of commonly used substances. Explore addiction and abuse in related compulsive behaviors.

Level Restriction: Include GR.

APCE 650 - Orientation to Clinical Counseling (3)

Provides conceptual foundation for the counseling profession with emphasis on community counseling. Places the profession in a historical context; introduces associations, licensure, certification, accreditation, codes of ethics, and practice settings.

Level Restriction: Include GR.

APCE 657 - Legal and Ethical Aspects of Counseling and Psychology (3)

Covers the interrelationship of ethical standards and legal regulation in professional counseling, education and psychology. Ethical standards, litigation and legal regulation are examined in regard to professional practice.

Level Restriction: Include GR.

APCE 660 - Psychological Consultation: Theory and Practice (3)

Overview of consultation theory and practice. Mental health, expert, collaborative, behavioral and organizational models will be discussed and applied to problems in school and agency settings.

Prerequisite: APCE 607 with a minimum grade of C. Level Restriction: Include GR.

APCE 661 - Psychological Trauma and Intervention for Individuals, Families and Communities (3)

An overview of the impact of crises, disasters, and other trauma-causing events on individuals, families and communities. Students will be introduced to strategies and interventions for working with this population.

Prerequisite: (APCE 558 and APCE 607 and APCE 657 with a minimum grade of C). Level Restriction: Include GR.

APCE 662 - Group Dynamics and Facilitation (3)

Must be taken at site of admission. Course features an examination of theoretical bases of group counseling including group types, group development, leadership styles and skills, and application to various populations. Ethical group leadership is emphasized.

Prerequisite: APCE 607 with a minimum grade of C. Corequisite: APCE 605. Major/Minor Restriction: Include Clinical Counseling, Community Counseling, Clinical Mntl Hlth Counseling, Counselor Education, Counselor Ed and Supervision, Counseling Psychology, School Counseling, School Psychology, Marriage/Couples/Family Couns Major(s). Level Restriction: Include GR.

APCE 665 - Family Systems (3)

Study general systems theory of family development and interactions. Structural, communication and behavioral approaches to family therapy will be examined as well as ethics, legal issues and current research.

Level Restriction: Include GR.

APCE 668 - Sexuality Counseling (3)

Recommended for advanced students. Counselors explore the treatment of various sexual issues. Topics covered: male and female sexual systems, sexual myths, variations in sexual behavior and common sexual concerns. Various therapeutic approaches are presented.

Level Restriction: Include GR.

APCE 669 - Advanced Methods: Couples and Family Therapy (3)

Course expands on family therapy models presented in APCE 665 and includes other significant models. Training activities include diagnosis, assessment, case presentations, enactments, video use and case analysis.

Prerequisite: (Concurrent Prerequisite APCE 612 and APCE 665 with a minimum grade of C). Level Restriction: Include GR.

APCE 673 - Appraisal and Assessment in Counseling (3)

This course features an overview of individual and group approaches to assessment used by professional counselors. Course participants evaluate instruments, interpret results, and demonstrate knowledge of psychometric properties.

Major/Minor Restriction: Include Clinical Counseling, Community Counseling, Clinical Mntl Hlth Counseling, Counselor Education, Counselor Ed and Supervision, Counseling Psychology, School Counseling, School Psychology, Marriage/Couples/Family Couns Major(s). Level Restriction: Include GR. Course Fee: Assessment Fee Required.

APCE 674 - Assessment for Intervention: Cognitive and Academic (4)

This course is designed to cover the basic skills needed to administer and interpret individual intelligence and academic achievement tests, report writing, and provision of verbal feedback from assessment results.

Corequisite: APCE 677. Level Restriction: Include GR. Course Fee: Assessment Fee Required.

APCE 677 - Psychometrics in Counseling Psychology (1)

Course covers topics in psychometrics including theory and techniques of psychological measurement, scale and inventory construction, reliability, validity, evaluation of measurement quality, classical and contemporary measurement theory, and standardization.

Level Restriction: Include GR.

APCE 678 - Assessment for Intervention: Personality and Behavior (4)

Provides a foundation of learning the application of personality assessments. Supervised experiences in learning how to administer, interpret, and integrate assessment results in relationship to counseling psychology research and practice.

Prerequisite: APCE 674 with a minimum grade of C. Level Restriction: Include GR. Course Fee: Assessment Fee Required.

APCE 682 - Biological Aspects of Behavior (3)

Presentation of the biological/neuroanatomical underpinnings of behavior and affect, including: function/structure of nervous system, neuropathy, physiology of psychopathology, psychopharmacology, sensation/perception, physiology of emotion, sleep, reproduction and motivation.

Level Restriction: Include GR.

APCE 683 - Affective Aspects of Behavior (1)

Examination of the affective aspects of behavior including topics such as affect, mood, and emotion. An overview and construction of affect, emotional regulation and dysregulation; biological, cognitive, developmental, social/cultural aspects of affect, and interventions.

Level Restriction: Include GR.

APCE 691 - Internship in Clinical Counseling: Couples and Family Therapy (1-9)

Refer to program handbook. Must be taken at site of admission. Minimum of 600 hours onsite required. A culminating field experience for qualified students in the area of community counseling: marriage and family therapy. S/U graded.

Prerequisite: APCE 694 with a minimum grade of C. Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 18 credit hours. Course Fee: Supervision Fee Required.

APCE 692 - Internship in Clinical Counseling (1-9)

Refer to program handbook. Must be taken at site of admission. Minimum of 600 total on-site hours required. A culminating field experience for qualified community counseling students in areas of specialty. S/U graded.

Prerequisite: APCE 612 with a minimum grade of C. Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 18 credit hours. Course Fee: Supervision Fee Required.

APCE 694 - Practicum in Couples and Family Therapy (4)

Receive supervised experiential training in counseling with families. Develop diagnostic and therapeutic skills in systemic approaches. S/U graded.

Prerequisite: (APCE 612 or APCE 712 with a minimum grade of C) and (APCE 669 with a minimum grade of C). Major/Minor Restriction: Include Clinical Counseling, Community Counseling, Clinical Mntl Hlth Counseling, Counselor Education, Counselor Ed and Supervision, Counseling Psychology, School Counseling, School Psychology, Marriage/Couples/Family Couns Major(s). Level Restriction: Include GR. Course Fee: Course Fee Required.

APCE 695 - Seminar: Contemporary Issues in Couples and Family Therapy (3)

Study of interventions utilized within the major approaches to couple and marital therapy. Covers current issues and research in family therapy.

Prerequisite: APCE 665 with a minimum grade of C. Major/Minor Restriction: Include Clinical Counseling, Community Counseling, Clinical Mntl Hlth Counseling, Counselor Education, Counselor Ed and Supervision, School Counseling, School Psychology, Marriage/Couples/Family Couns Major(s). Level Restriction: Include GR.

APCE 701 - Professional Development Seminar in Counseling Psychology (1)

An overview of current issues in the discipline of counseling psychology, as well as an introduction to the program and the faculty in the division.

Major/Minor Restriction: Include Clinical Counseling, Community Counseling, Counselor Education, Counselor Ed and Supervision, Counseling Psychology, School Counseling, School Psychology, Clinical Mntl Hlth Counseling Major(s). Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 2 credit hours.

APCE 702 - Practicum in Counseling (4)

Supervised individual counseling experiences in a laboratory setting. Supervision will be directed toward improvement of counseling skills and case management. S/U graded.

Major/Minor Restriction: Include Community Counseling, Counselor Education, Counselor Ed and Supervision, Counseling Psychology, School Counseling, School Psychology, Clinical Mntl Hlth Counseling Major(s). Level Restriction: Include GR. Course Fee: Course Fee Required.

APCE 703 - Professional Development Seminar in Counselor Education (1)

An overview of current professional issues in Counselor Education with special focus on understanding and developing a professional identity in the field. Research will be strongly emphasized.

Major/Minor Restriction: Include Community Counseling, Counselor Education, Counselor Ed and Supervision, Counseling Psychology, School Counseling, School Psychology Major(s). Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 3 credit hours.

APCE 707 - Seminar in Personality and Counseling Theories (3)

A comparative and critical in-depth analysis of personality and counseling theories including the interrelationship, philosophical foundations and practical applications.

Major/Minor Restriction: Include Community Counseling, Counselor Education, Counselor Ed and Supervision, Counseling Psychology, School Counseling, School Psychology, Clinical Mntl Hlth Counseling Major(s). Level Restriction: Include GR.

APCE 710 - Seminar in Instruction, Pedagogy, and Evaluation in Counseling and Psychology (3)

This course provides in-depth study of instructional principles, pedagogy, and evaluation procedures in counseling and counselor education. Instructional methods, techniques, and evaluation models related to counselor education will be discussed.

Prerequisite: (APCE 702 and APCE 703 with a minimum grade of C). Level Restriction: Include GR.

APCE 712 - Advanced Practicum in Individual Counseling (4)

For the student with prior counseling experience, this course offers opportunity to develop counseling skills and philosophy in depth with clients in an individual counseling situation. S/U graded.

Prerequisite: (APCE 702 and APCE 707 with a minimum grade of C). Major/Minor Restriction: Include Community Counseling, Clinical Mntl Hlth Counseling, Counselor Education, Counselor Ed and Supervision, Counseling Psychology, School Counseling, School Psychology Major(s). Level Restriction: Include GR. Course Fee: Course Fee Required.

APCE 713 - Practicum in Supervision of Play Therapy (3)

Doctoral candidates receive experience in supervising child psychotherapy training through working with a staff member.

Prerequisite: APCE 617 with a minimum grade of C. Major/Minor Restriction: Include Community Counseling, Clinical Mntl Hlth Counseling, Counselor Education, Counselor Ed and Supervision, Counseling Psychology, School Counseling, School Psychology Major(s). Level Restriction: Include GR.

APCE 714 - Practicum in Supervision of Counseling (3-6)

Students gain experience with a faculty member in supervising counseling practice.

Prerequisite: (APCE 702 and APCE 712 with a minimum grade of C). Major/Minor Restriction: Include Community Counseling, Counselor Education, Counselor Ed and Supervision, Counseling Psychology, School Counseling, School Psychology, Clinical Mntl Hlth Counseling Major(s). Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 6 credit hours.

APCE 715 - Seminar in Counselor Supervision and Theory (2)

Study problems involved in training individuals to engage in the therapeutic process.

Prerequisite: (APCE 702 and APCE 707 and APCE 712 with a minimum grade of C). Corequisite: APCE 714. Major/Minor Restriction: Include Community Counseling, Counselor Education, Counselor Ed and Supervision, Counseling Psychology, School Counseling, School Psychology, Clinical Mntl Hlth Counseling Major(s). Level Restriction: Include GR.

APCE 716 - Research Seminar in Counselor Education (3)

Review and analysis of reported research in counselor education with special emphasis on research published during the last ten years in the professional journals.

Major/Minor Restriction: Include Community Counseling, Counselor Education, Counselor Ed and Supervision, Counseling Psychology, School Counseling, School Psychology, Clinical Mntl Hlth Counseling Major(s). Level Restriction: Include GR.

APCE 723 - Seminar in Advanced Multicultural Perspectives in Counselor Education and Supervision (3)

This course focuses on encouraging ethical, effective, and advanced multicultural competencies. This includes awareness of cultures and increasing skills in all areas when working with diverse populations.

Prerequisite: APCE 623 with a minimum grade of C. Program Restrictions: Include Counselor Ed & Supervision-PHD. Level Restriction: Include GR.

APCE 733 - Seminar in Research Methods in Counseling Psychology (2)

Topics include strengths, limitations, interpretation, and technical aspects of rigorous case study; correlational, descriptive, and experimental research designs; measurement techniques; sampling; replication; theory testing; qualitative methods; meta-analysis; and quasi-experimentation.

Major/Minor Restriction: Include Community Counseling, Counselor Education, Counselor Ed and Supervision, Counseling Psychology, School Counseling, School Psychology, Clinical Mntl Hlth Counseling Major(s). Level Restriction: Include GR.

APCE 746 - Advanced Seminar in Counselor Education and Supervision (3)

Concentrated study, application, synthesis and evaluation of career development and theory, and professional identity for counselors, counselor educators and supervisors. Emphasis on application of leadership and advocacy skills.

Prerequisite: APCE 703 with a minimum grade of C. Major/Minor Restriction: Include Counselor Ed and Supervision Major(s). Level Restriction: Include GR.

APCE 748 - Instruction, Supervision and Leadership in School Counseling (3)

An advanced examination of issues and trends in professional school counseling with an emphasis on preparation and supervision of school counselors and leadership in implementation of school counseling programs.

Prerequisite: (APCE 602 and APCE 608 with a minimum grade of C). Level Restriction: Include GR.

APCE 762 - Practicum in Group Facilitation (4)

Receive supervised experience in the role of group facilitator, including feedback on group process, leadership and intervention skills and problem areas. S/U graded.

Prerequisite: (APCE 605 and APCE 662 and APCE 702 and APCE 712 with a minimum grade of C). Major/Minor Restriction: Include Community Counseling, Counselor Education, Counselor Ed and Supervision, Counseling Psychology, School Counseling, School Psychology, Clinical Mntl Hlth Counseling Major(s). Level Restriction: Include GR. Course Fee: Course Fee Required.

APCE 773 - Practicum in Supervision of Group Facilitation (3)

Doctoral candidates receive experience in supervision of group facilitator training. Work with regular staff member supervising group practicum, observe techniques and processes and receive feedback on progress.

Prerequisite: APCE 762 with a minimum grade of C. Major/Minor Restriction: Include Community Counseling, Counselor Education, Counselor Ed and Supervision, Counseling Psychology, School Counseling, School Psychology, Clinical Mntl Hlth Counseling Major(s). Level Restriction: Include GR.

APCE 774 - Practicum in Supervision of Family Therapy (3)

Doctoral candidates receive experience in supervision of family therapist training. Work with regular staff member in supervising family therapy practicum, observe techniques and processes, receive feedback on progress.

Prerequisite: APCE 694 with a minimum grade of C. Major/Minor Restriction: Include Community Counseling, Counselor Education, Counselor Ed and Supervision, Counseling Psychology, School Counseling, School Psychology, Clinical Mntl Hlth Counseling Major(s). Level Restriction: Include GR.

APCE 782 - Introduction to Rorschach Administration and Scoring (3)

Learn conceptual basis for comparing projective with traditional psychometric procedures and begin skills in administration and scoring of Rorschach test.

Prerequisite: (APCE 558 and APCE 674 and APCE 678 with a minimum grade of C). Level Restriction: Include GR. Course Fee: Assessment Fee Required.

APCE 785 - Advanced Practicum in Community Engagement: Campus Connections (1)

Students take leadership roles in Campus Connections, a service-learning course where students work with at-risk youth. Students oversee mentoring dyads. Supervision of mentoring, crisis intervention, and relationship building are developed. S/U graded.

Level Restriction: Include GR. Course Attribute: Community Engaged Learning. Repeatable Status: Course is repeatable with no limitations.

APCE 791 - Internship in Counseling Psychology (1-5)

2,000 hour pre-doctoral internship at a site meeting APA training standards. Completed in 3-6 consecutive semesters after Ph.D. course work and approval of dissertation proposal (required before internship match day). S/U graded.

Major/Minor Restriction: Include Community Counseling, Counselor Education, Counselor Ed and Supervision, Counseling Psychology, School Counseling, School Psychology, Clinical Mntl Hlth Counseling Major(s). Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 18 credit hours.

APCE 792 - Internship in Counselor Education and Supervision (1-6)

Capstone experiences in the areas of teaching, research apprenticeships, consulting, supervision, and counseling in preapproved settings. An approved internship plan must be in place before students engage in internship activities.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 20 credit hours.

APCE 793 - Practicum in Clinic Administration and Service Delivery (3)

This course is an introduction to clinical administrative experiences, including conducting intakes, making treatment recommendations, engaging in campus/community outreach and providing therapeutic services. S/U graded.

Prerequisite: (APCE 702 and APCE 712 with a minimum grade of C). Major/Minor Restriction: Include Community Counseling, Counselor Education, Counselor Ed and Supervision, Counseling Psychology, School Counseling, School Psychology, Clinical Mntl Hlth Counseling Major(s). Level Restriction: Include GR. Course Fee: Assessment Fee Required.

APCE 794 - Advanced Practicum in Clinic Administration and Service Delivery (1)

This course offers the opportunity to refine assessment and therapeutic skills with children, adolescents and adults, couples or families. S/U graded.

Prerequisite: (APCE 702 and APCE 712 and APCE 793 with a minimum grade of C). Major/Minor Restriction: Include Community Counseling, Counselor Education, Counselor Ed and Supervision, Counseling Psychology, School Psychology, Clinical Mntl Hlth Counseling Major(s). Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 4 credit hours.

APCE 795 - External Practicum in Counseling Psychology (3)

This course offers students the opportunity to refine their assessment skills with clients in various community based organizations. S/U graded.

Prerequisite: (APCE 702 and APCE 712 with a minimum grade of C). Major/Minor Restriction: Include Counseling Psychology Major(s). Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 15 credit hours.

APCE 797 - Doctoral Proposal Research (1-4)

Required for all doctoral students. Student must earn a maximum of 4 hours of credit in this course in partial fulfillment of requirements for all doctoral degrees, before admission to candidacy. S/U graded.

Major/Minor Restriction: Include Community Counseling, Counselor Education, Counselor Ed and Supervision, Counseling Psychology, School Counseling, School Psychology, Clinical Mntl Hlth Counseling Major(s). Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 4 credit hours.

APCE 799 - Doctoral Dissertation (1-12)

Required of all doctoral candidates. A student must earn a minimum of 12 hours of credit for the dissertation in partial fulfillment of requirements for all doctoral degrees. S/U graded.

Major/Minor Restriction: Include Community Counseling, Counselor Education, Counselor Ed and Supervision, Counseling Psychology, School Counseling, School Psychology, Clinical Mntl Hlth Counseling Major(s). Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

APCE 999 - Graduate School Continuous Registration (1)

To permit a graduate student to continue making progress in a degree program. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

ART - Visual Arts

College of Performing and Visual Arts

School of Art & Design (p. 238)

ART 513 - Professional Renewal (1-4)

Update skills and knowledge of professionals in the discipline. Goals and objectives will be specifically directed at individual professional enhancement rather than the acquisition of general discipline knowledge or methodologies. S/U or letter graded.

Class Restriction: Exclude Freshman and Sophomore. Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles with no limits on the number of times it can be repeated.

ART 600 - Research Methods in Art (3)

Learn appropriate art, art historical and art education research methodology and procedures for inquiry. Present research according to approved style guidelines.

Level Restriction: Include GR.

ART 696 - Research Methods and Analysis in Art (3)

Research plans developed and implemented.

Prerequisite: ART 600 with a minimum grade of C. Program Restrictions: Include Art & Design-MA. Level Restriction: Include GR.

ART 697 - Academic Implementation of Research (3)

Complete research projects. Submit final reports to graduate committees.

Prerequisite: ART 696 with a minimum grade of C. Program Restrictions: Include Art & Design-MA. Level Restriction: Include GR.

ASLS - Audiology and Speech-Language Sciences

College of Natural and Health Sciences

Department of Communication Sciences and Disorders (p. 225)

ASLS 508 - Workshop (1-3)

A variety of workshops on special topics within the discipline. Goals and objectives will emphasize the acquisition of general knowledge and skills in the discipline.

Class Restriction: Exclude Freshman and Sophomore.

Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles with no limits on the number of times it can be repeated.

ASLS 515 - Foundations of Research and Writing (1)

Introduction to graduate-level writing and research strategies. Content includes identification of problems/research topics, use of library databases and web sources, organization of content, and use of current APA style.

Class Restriction: Exclude Freshman and Sophomore.

ASLS 516 - Professional Issues in SLP (2)

Professional issues in speech-language pathology as they relate to public schools, medical settings and private practice. Topics include the legislative issues, business practices, ethics, third party reimbursement procedures and laws.

Level Restriction: Include GR.

ASLS 517 - Evidence-Based Decision-Making in Speech-Language Pathology (1)

Principles of evidence-based practice in speech-language pathology. Students will engage in systematic inquiry of treatment and assessment research studies in speech-language pathology. This will include forming answerable clinical questions, conducting thorough literature searches, critically appraising scientific evidence, and synthesizing findings to come to clinical decisions.

Offered: Generally offered Fall Annually. Program Restrictions: Include Speech-Language Pathology-MA and Speech-Language Pathology-MA. Level Restriction: Include GR.

ASLS 555 - Neuroanatomy and Neurophysiology of Communication (3)

Neuroanatomy-physiology related to speech, language and hearing; neuropathologies of the central nervous system and results of neurological insult.

Class Restriction: Exclude Freshman and Sophomore.

ASLS 563 - Voice and Resonance Disorders (3)

Etiologies and symptoms of dysphonia and laryngectomies, assessment and intervention strategies. Resonance disorders associated with cleft lip and palate and causes, including assessment and intervention in a team approach.

Level Restriction: Include GR.

ASLS 567 - Diagnostic Procedures: Introduction (1-2)

Diagnostic principles, procedures, and materials used to assess individuals with communication disorders.

Additional topics: case history, oral mechanism and interviewing techniques. Learners will perform speech/language screenings and diagnostic evaluations.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 8 credit hours. Course Fee: Course Fee Required.

ASLS 568 - Diagnostic Procedures: Intermediate (1-2)

Diagnostic principles, procedures, and materials used in criterion-referenced assessment of individuals with communication disorders. Learners will perform speech and language screenings and diagnostic evaluations.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 8 credit hours. Course Fee: Course Fee Required.

ASLS 569 - Advanced Diagnostic Procedures (1-2)

Diagnostic principles, procedures, and materials used in criterion-referenced assessment of individuals with communication disorders in a medical setting.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 4 credit hours. Course Fee: Course Fee Required.

ASLS 570 - Rehabilitative Audiology (2)

Theory and procedures for rehabilitation of children and adults with hearing loss.

Prerequisite: ASLS 478 with a minimum grade of B-. Level Restriction: Include GR.

ASLS 571 - Speech and Hearing Science (4)

(3 lecture, 1 laboratory) Laboratory required. Models of speech production and perception, measurement techniques for simple and complex signals. Lab addresses application of models of speech production and perception to experimental and clinical situations.

Class Restriction: Exclude Freshman and Sophomore. Course Fee: Course Fee Required.

ASLS 574 - Clinical Practicum in Audiology (1)

Perform basic audiometric testing: audiometric screening, routine hearing evaluation and impedance audiometry. S/U graded.

Level Restriction: Include GR. Course Fee: Course Fee Required.

ASLS 580 - Practicum in Rehabilitative Audiology (1-2)

Habilitation/rehabilitation of individuals who are deaf or hard of hearing. Includes hearing aid and/or cochlear implant management.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 6 credit hours. Course Fee: Course Fee Required.

ASLS 583 - Clinical Practicum: Introduction (1-2)

Introduces students to issues related to treating individuals with speech and/or language disorders. Topics include writing treatment plans, evaluating clinical performance, working with supervisors, measuring outcomes, and risk management. S/U graded.

Level Restriction: Include GR. Course Fee: Course Fee Required.

ASLS 585 - Clinical Practicum in Speech-Language Pathology: Intermediate (1-2)

Students improve clinical skills and learn about issues related to clinical practice, including ethics, counseling, self evaluation, treatment notes, efficacy, outcome measures, sharing information verbally and relating to diverse populations.

Prerequisite: ASLS 583 with a minimum grade of S. Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 8 credit hours. Course Fee: Course Fee Required.

ASLS 586 - Clinical Practicum in Speech-Language Pathology: Intermediate/Advanced (1-2)

Students improve their clinical skills and learn about issues related to clinical practice, including continuing education, conflict resolution, counseling, data keeping methods, technology, and clinical research.

Prerequisite: ASLS 585 with a minimum grade of C. Offered: Generally offered Summer Annually. Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 4 credit hours. Course Fee: Course Fee Required.

ASLS 587 - Advanced Audiology (3)

Theory and practice of advanced techniques of audiometric assessment.

Class Restriction: Exclude Freshman and Sophomore.

ASLS 588 - Clinical Practicum in Speech-Language Pathology: Advanced (1-2)

Students improve their clinical skills and learn about issues related to clinical practice in medical settings, including interviewing, professional liability, clinical fellowship year, leadership, mentoring, advanced counseling skills, and demonstrating clinical effectiveness.

Prerequisite: ASLS 586 with a minimum grade of C. Offered: Generally offered Spring annually. Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 3 credit hours. Course Fee: Course Fee Required.

ASLS 592 - Internship in Public Schools (2-15)

Supervised full-time experience working with school children. S/U graded.

Special Notes: Instructor release required. Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 15 credit hours.

ASLS 594 - Practicum and Advanced Topics in Audiology (1-6)

Perform the full range of clinical audiological services, including special testing, hearing aid evaluations and dispensing of hearing aids.

Prerequisite: ASLS 574 with a minimum grade of S. Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 15 credit hours. Course Fee: Course Fee Required.

ASLS 596 - Comparative Hearing and Vocal Mechanisms (3)

The study of bioacoustics and comparative anatomy and physiology of vocal and auditory mechanisms for various taxonomic classes.

Class Restriction: Exclude Freshman and Sophomore and Junior.

ASLS 597 - Seminar in Animal Audiology (3)

Study of audiological evaluation of animals with a focus on canines. Anatomy, pathology, restraint, conditioning, and behavior will be explored.

Prerequisite: ASLS 487 with a minimum grade of B-. Class Restriction: Exclude Freshman and Sophomore.

ASLS 615 - Research in Audiology (1-4)

Students will engage in systematic inquiry in audiology. This may include evaluating current research, posing research questions, formulating research designs, and developing formal research proposals.

Offered: Generally offered Fall, Spring, and/or Summer Annually. Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 8 credit hours.

ASLS 622 - Directed Studies (1-4)

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.)

Special Notes: Maximum concurrent enrollment is two times. Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: Course is repeatable with no limitations.

ASLS 655 - Acquired Disorders of Language & Cognition (3)

This course describes signs and symptoms, evaluation approaches, differential diagnostic criteria, prevention, and management approaches to speech and language disorders resulting from acquired neurological dysfunction across the lifespan.

Prerequisite: ASLS 555 with a minimum grade of C. Level Restriction: Include GR.

ASLS 656 - Feeding and Swallowing Disorders: Lifespan (2)

In-depth study of normal and disordered deglutition in adult and pediatric populations and dysphagia diagnosis and management.

Prerequisite: ASLS 555 with a minimum grade of C. Level Restriction: Include GR.

ASLS 657 - Motor Speech Disorders: Lifespan (2)

Etiologies and characteristics of motor speech disorders. Differential diagnosis and treatment of the disorders will be explored with pediatric and adult populations.

Prerequisite: ASLS 555 with a minimum grade of C. Level Restriction: Include GR.

ASLS 658 - Assistive Technology for Communication Disorders (2)

Describes assistive technology (AT) applications for individuals with limited/restricted verbal communication. Emphasis on multidisciplinary assessment selection and use of low and high assistive technologies for communication and learning.

Level Restriction: Include GR.

ASLS 661 - Articulation and Phonological Disorders in Children (3)

Disorders of speech production in pediatric populations. Biological, cognitive, linguistic, and ethno cultural systems influencing speech production, contributing/causal factors, theories of acquisition, assessment and treatment issues.

Level Restriction: Include GR.

ASLS 664 - Fluency Disorders (3)

Characteristics of fluency and fluency disorders; biological, developmental, and environmental factors contributing to fluency disorders; models of and research in fluency disorders; assessment of fluency; and, treatment of fluency disorders.

Level Restriction: Include GR.

ASLS 677 - Tinnitus and Hyperacusis (2)

This course will provide a strong clinical foundation in tinnitus and hyperacusis. Theories of origin, assessment and intervention will be taught through lectures, readings and hands-on applications.

Prerequisite: (ASLS 711 and ASLS 712 with a minimum grade of B-). Level Restriction: Include GR.

ASLS 682 - Language Disorders in Early Childhood and Preschool (3)

Language disorders and prelinguistic communication, infancy through preschool. Application of contemporary theory and legislative assessment/treatment for infants and children demonstrating or at-risk for social-communicative-linguistic impairments.

Level Restriction: Include GR.

ASLS 684 - Disorders of Language & Literacy: School-Age and Adolescent (3)

In-depth study of impairments of oral language, reading, and written expression in school-age children and adolescents. Explores typical development, models of impairment, assessment and treatment.

Level Restriction: Include GR. Course Attribute: Community Engaged Learning.

ASLS 686 - Capstone in Speech-Language Pathology (2)

This seminar provides students the opportunity to complete in-depth study of an area of evidence-based practice, design a research study in that area, and present projects to faculty and peers.

Level Restriction: Include GR.

ASLS 692 - Internship in Medical Settings (2-16)

Supervised full-time clinical experience in diagnosis/treatment of persons with speech, language and/or hearing disorders in medical settings. S/U graded.

Special Notes: Instructor release required. Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 16 credit hours.

ASLS 699 - Thesis: Communication Disorders (1-6)

Individual original research under the direction of faculty, aimed at acquisition of research skills, appreciation of the scientific inquiry process, knowledge of scientific writing style and dissemination. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

ASLS 711 - Auditory Physiology (3)

Advanced physiology of the human auditory system, emphasizing electrical potentials; processes of pathophysiology.

Special Notes: A background in basic human anatomy and physiology is strongly encouraged. Level Restriction: Include GR.

ASLS 712 - Amplification I (3)

Advanced study of the theory and use of hearing aids, other amplification devices and assistive listening devices.

Level Restriction: Include GR.

ASLS 715 - Applied Research in Audiology (1-4)

This course is designed as an advanced continuation of the ASLS 615 sequence. It is a seminar to engage students in a doctoral scholarly research project. Students will explore multiple avenues for the presentation of professional quality scholarship.

Prerequisite: ASLS 615 with a minimum grade of B-. Offered: Generally offered Fall, Spring, and/or Summer Annually. Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 8 credit hours.

ASLS 720 - Supervised Teaching in Audiology (1)

Emphasis on teaching techniques and methods for college and university instruction. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 6 credit hours.

ASLS 721 - Psychoacoustics (2)

Concepts of loudness, adaptation, auditory fatigue, masking and the critical band, pitch perception, localization, temporal order and perceptual organization.

Prerequisite: ASLS 711 with a minimum grade of B-. Level Restriction: Include GR.

ASLS 723 - Amplification II (3)

A continuation of the advanced study of the theory, instrumentation, and use of hearing aids and assistive listening devices with emphasis on applied theory and clinical use.

Prerequisite: ASLS 712 with a minimum grade of B-. Level Restriction: Include GR.

ASLS 724 - Differential Diagnosis of Auditory Disorders (3)

Theory and process of differential diagnosis of hearing and auditory processing disorders. Focus on behavioral testing, advanced immittance concepts and assessment. Some exposure to other objective measures.

Prerequisite: ASLS 711 with a minimum grade of B-. Level Restriction: Include GR.

ASLS 728 - Educational Audiology (3)

This course will focus on the application of audiological practices such as screening, assessment, rehabilitation, counseling, and instrumentation to manage children with varying hearing abilities in educational settings.

Level Restriction: Include GR.

ASLS 731 - Auditory Processing Disorders (2)

Theoretical overview, biologic bases, audiologic assessment, and management of adults and children with auditory processing disorders (APD). Emphasis on application of theoretical knowledge to practical clinical audiology methods and techniques.

Level Restriction: Include GR.

ASLS 741 - Hearing Loss Prevention (3)

The study of noise as it pertains to the auditory system. Physical aspects of noise, instrumentation, measurement and reduction principles, hearing conservation management.

Level Restriction: Include GR. Course Fee: Course Fee Required.

ASLS 742 - Advanced Diagnosis of Auditory Disorders (2)

Advanced study of auditory physiology, otoacoustic emissions, multi-frequency tympanometry and auditory evoked potentials.

Prerequisite: ASLS 724 with a minimum grade of B-. Level Restriction: Include GR.

ASLS 743 - Medical Aspects of Audiology (3)

Study of the medical correlates of hearing impairment including pathogenesis of auditory pathologies, medical/surgical intervention, congenital/genetic syndromes, and related radiology/imaging/surgical techniques.

Level Restriction: Include GR.

ASLS 744 - Vestibular Assessment and Management (2)

Advanced study of vestibular physiology, assessment and rehabilitation.

Prerequisite: (ASLS 711 and ASLS 742 with a minimum grade of B-). Level Restriction: Include GR. Course Fee: Course Fee Required.

ASLS 751 - Otopharmacology (2)

Pharmacology and ototoxicity as applied to clinical audiology. Basic mechanisms of pharmacodynamics, pharmacokinetics and pharmacotherapeutics and classes of drugs relative to otologic disorders.

Prerequisite: ASLS 555 with a minimum grade of B-. Level Restriction: Include GR.

ASLS 768 - Cochlear Implants (3)

Advances in cochlear implant device circuitry, electrode design, speech processing strategies, candidacy, and rehabilitation are explored. The history and technological progression of cochlear implants are also reviewed.

Level Restriction: Include GR.

ASLS 772 - Audiology Practice Management (2)

Introduction to issues and resources to manage an audiology practice. Topics of business planning, fiscal management, coding and third-party reimbursement, personnel management, marketing and professional communication, and working relationships

Level Restriction: Include GR.

ASLS 774 - Professional Issues in Audiology (2)

Overview of professional responsibilities and intra-professional relationships in the hearing health care delivery system. Medical-legal issues, practice guidelines, licensure, intra-personal skills and ethics are addressed.

Level Restriction: Include GR.

ASLS 775 - Advanced Electro-diagnosis (4)

(3 lecture, 2 lab) Laboratory required. Theory and practice of electrophysiologic assessment of the auditory system. Lab addresses clinical assessment using auditory evoked potentials testing. Evaluation, interpretation, and reporting of results will be included.

Prerequisite: (ASLS 711 and ASLS 742 with a minimum grade of B-). Level Restriction: Include GR. Course Fee: Course Fee Required.

ASLS 782 - Pediatric Audiology (3)

Philosophy, diagnosis, and management of hearing loss in children. Includes auditory development, appropriate hearing assessment techniques for infants and children, interpretation of results, administering follow-up, and effective caregiver counseling.

Level Restriction: Include GR.

ASLS 792 - Externship in Audiology (3- 12)

Full-time, broad-based clinical experience in the diagnosis, treatment, management and prevention of hearing loss in a supervised off-campus site. Enrollment is during the 4th year of the Au.D. program. S/U graded.

Special Notes: Instructor release required. Prerequisite: (ASLS 592 and ASLS 692 with a minimum grade of S). Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 27 credit hours.

ASLS 794 - Practicum in Animal Awareness (2)

Exploration of the unique aspects of working with animal owners and professionals in animal care and veterinary settings.

Level Restriction: Include GR.

ASLS 796 - Practicum in Animal Audiology (2)

Perform brainstem auditory evoked response screening and diagnostic testing with canines and equines. S/U graded.

Prerequisite: ASLS 597 with a minimum grade of B-. Level Restriction: Include GR. Repeatable Status: Course may be repeated 1 time.

ASLS 999 - Graduate School Continuous Registration (1)

To permit a graduate student to continue making progress in a degree program. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

AST - Astronomy

College of Natural and Health Sciences

Department of Physics and Astronomy

AST 622 - Directed Studies (1-4)

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.)

Special Notes: Maximum concurrent enrollment is two times. Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: Course is repeatable with no limitations.

AT - Athletic Training

College of Natural and Health Sciences

School of Sport and Exercise Science (p. 233)

AT 500 - Foundations of Athletic Training I (3)

Examination of foundational aspects of Athletic Training including its role within health care. Focus on the Core Competencies for Health Care Professionals and their applicability to Athletic Training.

Program Restrictions: Include Athletic Training-MS. Level Restriction: Include GR.

AT 501 - Foundations of Athletic Training II (2)

Continued examination of foundational aspects of the contemporary practice of Athletic Training including its role within health care. Focus on prevention, health promotion, wellness, risk mitigation and biometric monitoring.

Prerequisite: AT 500 with a minimum grade of C. Program Restrictions: Include Athletic Training-MS. Level Restriction: Include GR.

AT 510 - Techniques in Athletic Training I (2)

(1 lecture, 2 laboratory) Exploration of techniques essential to the contemporary practice of Athletic Training. Focus on acute/emergency care and prophylactic taping, bracing & protective equipment.

Program Restrictions: Include Athletic Training-MS. Level Restriction: Include GR. Course Fee: Course Fee Required.

AT 511 - Techniques in Athletic Training II (3)

(2 lecture, 2 laboratory) Continued exploration of techniques essential to the contemporary practice of Athletic Training. Focus on advanced acute/emergency care and durable medical equipment.

Prerequisite: AT 510 with a minimum grade of C. Program Restrictions: Include Athletic Training-MS. Level Restriction: Include GR. Course Fee: Course Fee Required.

AT 520 - Physical Examination I (3)

(2 lecture, 2 laboratory) Introduction to physical examination related to the contemporary practice of Athletic Training, including typical exam components and their role in developing a patient-centered care plan. Focus on the lower extremity.

Program Restrictions: Include Athletic Training-MS. Level Restriction: Include GR.

AT 521 - Physical Examination II (2)

(1 lecture, 2 laboratory) Continued exploration of physical examination related to the contemporary practice of Athletic Training, including typical components and their role in providing patient-centered care. Focus on the trunk and upper extremity.

Prerequisite: AT 520 with a minimum grade of C. Program Restrictions: Include Athletic Training-MS. Level Restriction: Include GR.

AT 530 - Therapeutic Interventions I (2)

(1 lecture, 2 laboratory) Introduction to the development and implementation of a patient-centered plan of care. Focus on care plan components and common therapeutic exercise techniques and modalities used in contemporary athletic training practice.

Program Restrictions: Include Athletic Training-MS. Level Restriction: Include GR.

AT 531 - Therapeutic Interventions II (2)

(1 lecture, 2 laboratory) Continued investigation of the development and implementation of patient-centered care plans. Focus on body region-specific techniques of common therapeutic exercise techniques and modalities used in contemporary athletic training practice.

Prerequisite: AT 530 with a minimum grade of C. Program Restrictions: Include Athletic Training-MS. Level Restriction: Include GR.

AT 540 - Diagnosis and Management of General Medical Conditions (4)

Exploration of practical skills and techniques required to diagnose and manage non-musculoskeletal conditions commonly seen in contemporary athletic training practice.

Prerequisite: AT 521 with a minimum grade of C. Program Restrictions: Include Athletic Training-MS. Level Restriction: Include GR.

AT 550 - Administrative Concepts in Athletic Training (3)

Management and administrative concepts in Athletic Training. Topics include management of physical, human, and financial resources, ethical considerations and other current topics.

Prerequisite: AT 540 with a minimum grade of C. Program Restrictions: Include Athletic Training-MS. Level Restriction: Include GR.

AT 560 - Health Promotion, Wellness, and Performance Enhancement (3)

Promoting health and wellness and enhancing the performance of the physically active including the investigation of the role of the athletic trainer as a component of an interprofessional care team.

Prerequisite: AT 550 with a minimum grade of C. Program Restrictions: Include Athletic Training-MS. Level Restriction: Include GR.

AT 591 - Seminar in Athletic Training (2)

Invited speakers including faculty, students, and guests, present contemporary topics in Athletic Training in a seminar format. S/U graded.

Program Restrictions: Include Athletic Training-MS. Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 4 credit hours.

AT 592 - Clinical Immersion in Athletic Training (3-6)

Full-time, broad-based and immersive clinical experience in Athletic Training exposing the student to the totality of care in contemporary Athletic Training settings. S/U graded.

Prerequisite: AT 594 with a minimum grade of S. Program Restrictions: Include Athletic Training-MS. Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 15 credit hours. Course Fee: Course Fee Required.

AT 593 - Clinical Practicum in Athletic Training I (1)

Initial clinical experiences in Athletic Training to allow for application of didactic and simulated learning in the live clinical setting. Focus on acute care, physical examination and care plan development. S/U graded.

Program Restrictions: Include Athletic Training-MS. Level Restriction: Include GR. Course Fee: Course Fee Required.

AT 594 - Clinical Practicum in Athletic Training II (2)

Intermediate clinical experiences in Athletic Training to allow for application of didactic and simulated learning in the live clinical setting. Continued focus on acute care, physical examination and therapeutic intervention. S/U graded.

Prerequisite: AT 593 with a minimum grade of S. Program Restrictions: Include Athletic Training-MS. Level Restriction: Include GR. Course Fee: Course Fee Required.

BAAC - Accounting

Kenneth W. Monfort College of Business

Department of Accounting and Computer Information Systems (p. 220)

BAAC 521 - Financial Reporting & Communications (3)

A theoretical and activity-based course which evaluates the conceptual development and application of current authoritative pronouncements, as well as examines some emerging issues in financial reporting.

Program Restrictions: Include Accounting-MAcc. Level Restriction: Include GR.

BAAC 525 - Contemporary Issues in Auditing Topics (3)

This course builds on skills obtained in the beginning auditing (assurance) course. The primary goal is to further develop student ability to understand and apply audit planning, evidence gathering, and reporting procedures. Professional communication and research skills are emphasized. Topics vary, depending on issues, trends and developments in the area of study.

Program Restrictions: Include Accounting-MAcc. Class Restriction: Exclude Freshman and Sophomore.

BAAC 526 - Oil and Gas Accounting (3)

This course is designed to help students obtain the skills necessary to work in the oil and gas industry or in public accounting working with oil and gas clients. It is also useful for those with a general interest in the oil and gas industry.

Program Restrictions: Include Accounting-MAcc. Class Restriction: Exclude Freshman and Sophomore.

BAAC 527 - Governmental and Institutional Accounting (3)

This is an activity course involving the study of accounting processes and procedures used by state and local governmental units and other selected not-for-profit entities. This course addresses advanced topics of current interest in the evolving field of governmental and not-for-profit entities. This course will include a major research project and presentation.

Program Restrictions: Include Accounting-MAcc. Level Restriction: Include GR.

BAAC 529 - Contemporary Issues in Tax (3)

This course examines current tax issues and integrates them in decision-making, asset prices, and the operational structure of firms. The course will integrate tax with financial accounting by emphasizing the differences and trade-offs between the taxation and financial reporting of a transaction. Topics vary, depending on issues, trends and developments in the area of study.

Program Restrictions: Include Accounting-MAcc. Class Restriction: Exclude Freshman and Sophomore.

BAAC 549 - Income Tax II (3)

An activity course beyond a foundation course. Emphasizes advanced topics in entities taxation. Includes a major research project and presentation. Students will produce and defend a business tax return from start to finish. Presentation will be to class and possibly other stakeholders. Presentations will be integral to the topics listed.

Program Restrictions: Include Accounting-MAcc. Class Restriction: Exclude Freshman and Sophomore.

BAAC 591 - Topics in International Accounting and Reporting (3)

This seminar course explores advanced topics in international accounting and reporting. The instructor will specify topics.

Major/Minor Restriction: Include Accounting Major(s). Class Restriction: Exclude Freshman and Sophomore.

BAAC 592 - Internship in Accounting (3)

Practical work experience allowing the intern the opportunity to utilize the material learned in accounting courses. S/U graded.

Program Restrictions: Include Accounting-MAcc. Level Restriction: Include GR.

BAAC 595 - Special Topics in Accounting (1-3)

This seminar course explores advanced topics in accounting. Special topics will be specified by the instructor. S/U or letter graded.

Program Restrictions: Include Accounting-MAcc. Class Restriction: Exclude Freshman and Sophomore. Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles with no limits on the number of times it can be repeated.

BAAC 600 - Accounting Analytics & Research (3)

Research methods and advanced topics in data analytics and research methods in accounting systems. Topics vary depending on trends and developments in area.

Program Restrictions: Include Accounting-MAcc. Level Restriction: Include GR.

BAAC 622 - Independent Research Directed Studies (1-3)

This course is designed to allow the student to perform and complete a research project as an independent project. The research topic will be mutually agreed upon by the student and faculty. The course is individually supervised by a graduate faculty member. Letter graded.

Special Notes: Maximum concurrent enrollment is two times. Program Restrictions: Include Accounting-MAcc. Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: Course is repeatable with no limitations.

BAFN - Finance

Kenneth W. Monfort College of Business

Department of Finance

BAFN 532 - Business Law (3)

Provides an understanding of the law of business transactions as part of the decision-making process. Topics will include the law of agency, contracts, bankruptcy (debtor/creditor relationships), formation of business entities, secured transactions, negotiable instruments, and the regulation of the accounting profession. The course will utilize topical analysis and a case study approach focusing on analysis, synthesis, and evaluation of complex legal problems.

Level Restriction: Include GR.

BAFN 670 - Advanced Financial Management (3)

Course topics include time value of money, risk and return, capital budgeting, financial analysis and modeling, capital structure, working capital management, and international corporate finance. Advanced topics make use of case studies and/or simulation.

Level Restriction: Include GR.

BIO - Biology

College of Natural and Health Sciences

School of Biological Sciences (p. 222)

BIO 501 - Current Issues in Biology (1-6)

Course varies in content, reviewing current issues of biology. S/U graded.

Class Restriction: Exclude Freshman and Sophomore. Repeatable Status: Course is repeatable with a maximum of 6 credit hours.

BIO 502 - Biomedicine and Careers (1)

This course will assist students in preparing for careers in biomedicine. Topics include biomedical ethics, interpersonal skill development, professionalism, the application process, interviewing skills and strategies to finance continued education.

Offered: Generally offered Fall Annually. Program Restrictions: Include Biomedical Science-MBS and Biomedical Science-MBS and BioSci:Non-Thesis-MS and BioSci:Non-Thesis-MS. Level Restriction: Include GR.

BIO 508 - Workshop (1-3)

A variety of workshops on special topics within the discipline. Goals and objectives will emphasize the acquisition of general knowledge and skills in the discipline.

Class Restriction: Exclude Freshman and Sophomore. Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles and course is repeatable with a maximum of 6 credit hours.

BIO 511 - Field Techniques in Biology (2)

(1 lecture, 1 laboratory) The most common field techniques for both plant and animal biology, focusing on biodiversity.

Class Restriction: Exclude Freshman and Sophomore. Course Fee: Course Fee Required.

BIO 512 - TA Development Seminar (1)

Explores instructional strategies related to effective teaching of undergraduate laboratory learning environments. Intended to help develop teaching skills of graduate teaching assistants in the Biology program. S/U graded.

Class Restriction: Exclude Freshman and Sophomore.

BIO 513 - Professional Renewal (1-3)

Update skills and knowledge of professionals in the discipline. Goals and objectives will be specifically directed at individual professional enhancement rather than the acquisition of general discipline knowledge or methodologies. S/U or letter graded.

Class Restriction: Exclude Freshman and Sophomore. Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles and course is repeatable with a maximum of 6 credit hours.

BIO 521 - Advanced Genetics (3)

Survey experimental advances in gene regulation of growth, maintenance and protection of all organisms including the human species with special emphasis on recent developments in the field.

Prerequisite: (BIO 220 and CHEM 331 with a minimum grade of C). Class Restriction: Exclude Freshman and Sophomore.

BIO 525 - Molecular Genetics (3)

Examination of protein synthesis, DNA replication, gene expression, gene structure, and regulation of gene expression.

Prerequisite: (BIO 220 with a minimum grade of C) and (CHEM 481 or CHEM 381 with a minimum grade of C). Level Restriction: Include GR.

BIO 527 - Economic Botany (4)

(3 lecture, 3 laboratory) Study of the identification, properties, uses, and distribution of plants used by people in the past, present, and future.

Prerequisite: BIO 111 with a minimum grade of C. Class Restriction: Exclude Freshman and Sophomore. Course Fee: Course Fee Required.

BIO 528 - Developmental Biology (3)

Exploration of animal development. Emphasis on the genetic basis of cell organization and identity during embryogenesis and differentiation. Topics include fertilization, gastrulation, axis specification, patterning, organogenesis, stem cells.

Prerequisite: BIO 220 with a minimum grade of C. Class Restriction: Exclude Freshman and Sophomore.

BIO 530 - Plant Systematics (4)

(3 lecture, 3 laboratory) History of plant taxonomy, phylogenetic systematics, family recognition, and identification of local flora using keys. Native plant collection and field trips required.

Prerequisite: BIO 111 with a minimum grade of C. Level Restriction: Include GR. Course Fee: Course Fee Required and Participation Fee Required.

BIO 533 - General Parasitology (4)

(3 lecture, 3 laboratory) Study of the symbiotic relationships of parasitism as exemplified by typical parasites of humans, domesticated and wild animals, stressing life cycles, pathogenesis, systematics and host-parasite relationships.

Prerequisite: BIO 111 with a minimum grade of C. Level Restriction: Include GR.

BIO 534 - Mammalogy (4)

(3 lecture, 3 laboratory) Study of the functional biology, ecology and behaviors of mammals. Laboratory stresses the identification and ecology of Colorado species. Field work required.

Prerequisite: BIO 111 with a minimum grade of C. Level Restriction: Include GR. Course Fee: Course Fee Required and Participation Fee Required.

BIO 535 - Survey of Fishes, Amphibians and Reptiles (4)

(3 lecture, 3 laboratory) Investigation of the biology of the cold-blooded vertebrates including their evolution, ecology and behavior. Laboratory stresses the identification and biology of Colorado species.

Prerequisite: BIO 111 with a minimum grade of C. Level Restriction: Include GR. Course Fee: Participation Fee Required.

BIO 536 - Epigenetics and Disease (3)

Introduction to the mechanisms of epigenetic control of gene expression, including methods used in epigenetic research, interactions between epigenetics and the environment, and the role of epigenetics in human disease.

Prerequisite: BIO 220 with a minimum grade of C. Offered: Generally offered Fall - Check with department/school for next offering. Class Restriction: Exclude Freshman and Sophomore.

BIO 537 - Morphogenesis of Algae and Fungi (4)

(3 lecture, 3 laboratory) Study structure, morphogenesis and Phylogenetic relationships of organisms grouped with algae and fungi. Comparative study to explore multiple kingdom concepts. Ecological, medical and economic aspects of mycology and phycology explored.

Prerequisite: BIO 111 with a minimum grade of C. Level Restriction: Include GR. Course Fee: Course Fee Required and Participation Fee Required.

BIO 538 - Ornithology (4)

(3 lecture, 3 laboratory) Study of the evolution, general biology, diversity, ecology and behaviors of birds. Laboratory emphasis will be on identification. Field trips required.

Prerequisite: BIO 111 with a minimum grade of C. Level Restriction: Include GR.

BIO 539 - Molecular Ecology (3)

Investigation of the usage of molecular data to answer ecological questions. Topics include: marker selection, genetic characteristics of organisms, population analyses, phylogenetics conservation genetics, and phylogeography.

Prerequisite: BIO 220 with a minimum grade of C. Corequisite: BIO 539L. Class Restriction: Exclude Freshman and Sophomore.

BIO 539L - Molecular Ecology Lab (1)

(3 Laboratory) Laboratory to accompany BIO 539. Study of the techniques used to collect molecular data for ecological and evolutionary studies.

Prerequisite: BIO 220 with a minimum grade of C. Corequisite: BIO 539. Class Restriction: Exclude Freshman and Sophomore. Course Fee: Course Fee Required.

BIO 541 - Advanced Human Anatomy (3)

(1 lecture, 6 laboratory) An in depth regional study of the anatomical structures of the human body. Spatial relationships among structures are emphasized. Laboratory includes organ and virtual dissection.

Prerequisite: (BIO 341 and BIO 350 with a minimum grade of C). Class Restriction: Exclude Freshman and Sophomore. Course Fee: Course Fee Required.

BIO 542 - Molecular and Cellular Laboratory (2)

(4 laboratory) Study of the theory and techniques currently used to investigate cells and molecules. Development of the laboratory and problem-solving skills to successfully conduct experiments.

Prerequisite: (BIO 220 with a minimum grade of C) and (Concurrent Prerequisite BIO 525 or Concurrent Prerequisite BIO 550 with a minimum grade of C). Level Restriction: Include GR. Course Fee: Course Fee Required.

BIO 544 - Comparative Vertebrate Adaptations (4)

(3 lecture, 3 laboratory) Study of the diverse adaptations of vertebrates, from morphological to molecular levels of organization; includes significant overview of relevant primary literature.

Prerequisite: BIO 345 with a minimum grade of C. Class Restriction: Exclude Freshman and Sophomore. Course Fee: Participation Fee Required.

BIO 545 - Pathogenic Microbiology (3)

This lecture course addresses medically-relevant microorganisms and disease. Particular emphasis is placed upon mechanisms of pathogenesis, including microbial virulence factors and immunopathology, epidemiology and public health.

Prerequisite: BIO 351 with a minimum grade of C. Class Restriction: Exclude Freshman and Sophomore.

BIO 546 - Pathogenic Microbiology Laboratory (1)

(3 laboratory) Students will learn techniques for the isolation, propagation and identification of pathogenic microorganisms.

Prerequisite: BIO 351 with a minimum grade of C.

Corequisite: BIO 545. Class Restriction: Exclude Freshman and Sophomore.

BIO 547 - Immunology and Disease (3)

Explore the cause of disease in animals with a detailed emphasis on functions of the immune system that provide resistance to disease.

Prerequisite: BIO 220 with a minimum grade of C. Class Restriction: Exclude Freshman and Sophomore.

BIO 548 - Virology (3)

Study of the principles of virology, including biochemistry, structure, taxonomy, transmission, isolation and identification strategies.

Prerequisite: BIO 351 with a minimum grade of C. Class Restriction: Exclude Freshman and Sophomore.

BIO 549 - Virology Laboratory (1)

(3 laboratory) Study and development of laboratory skills in animal virology, including virus propagation, quantification, and detection assays.

Corequisite: BIO 548. Class Restriction: Exclude Freshman and Sophomore. Course Fee: Course Fee Required.

BIO 550 - Cell Physiology (3)

Study of the structural and functional relationships among biological macromolecules, cell organelles and cellular processes.

Prerequisite: (BIO 220 with a minimum grade of C) and (CHEM 231 or CHEM 331 with a minimum grade of C). Class Restriction: Exclude Freshman and Sophomore.

BIO 552 - Advanced Systemic Physiology: Homeostats (3)

Advanced systemic physiology, with an emphasis on humans. Essential and advanced topics in systemic physiology, focusing on homeostatic systems.

Prerequisite: (BIO 210 with a minimum grade of C) and (CHEM 381 or CHEM 481 with a minimum grade of C). Class Restriction: Exclude Freshman and Sophomore.

BIO 553 - Advanced Systemic Physiology: Control Systems (3)

In-depth examination of the physiological control systems in the human.

Prerequisite: (BIO 210 with a minimum grade of C) and (CHEM 381 or CHEM 481 with a minimum grade of C). Class Restriction: Exclude Freshman and Sophomore.

BIO 554 - General Plant Physiology (4)

(3 lecture, 3 laboratory) Study physiological factors influencing the chemical and structural composition of plant absorption and utilization of water and minerals; photosynthesis, translocation, respiration, nitrogen metabolism and growth and development.

Prerequisite: (BIO 111 with a minimum grade of C) and (CHEM 231 with a minimum grade of C or (CHEM 281 and CHEM 281L with a minimum grade of C) or (CHEM 331 and CHEM 331L with a minimum grade of C)). Level Restriction: Include GR. Course Fee: Course Fee Required.

BIO 555 - Reproductive Biology (3)

Examination of the anatomy, physiology and mechanisms of reproduction with an emphasis on mammals.

Prerequisite: (BIO 110 and CHEM 331 with a minimum grade of C). Class Restriction: Exclude Freshman and Sophomore.

BIO 556 - Current Topics in Biomedical Research (2)

Examine current biomedical research, molecular, cellular, and physiological studies of human and model systems. Mechanisms regulating normal function, effects of toxicants and drugs, and the role of genetic mutations.

Prerequisite: (BIO 110 and CHEM 331 with a minimum grade of C). Class Restriction: Exclude Freshman and Sophomore. Repeatable Status: Course is repeatable with no limitations.

BIO 560 - Behavioral Ecology (3)

Study of the principles of behavioral ecology, including the evolutionary basis of behavior, economic models of behavior, interspecific interactions, and social behavior.

Prerequisite: BIO 362 with a minimum grade of C. Class Restriction: Exclude Freshman and Sophomore.

BIO 561 - Plant Ecology (3)

Examination of plant communities, effects of environmental factors on plants, as well as community measurement and evaluation, modeling techniques, energy flow through ecosystems, and community dynamics.

Prerequisite: (BIO 110 and BIO 360 with a minimum grade of C). Class Restriction: Exclude Freshman and Sophomore. Course Fee: Participation Fee Required.

BIO 562 - Conservation Biology (3)

Examination of the fundamental principles of conservation biology (biodiversity, habitat degradation, extinction, restoration, planning) with discussion of current topics (climate change, conservation genetics, landscape vs. ecosystem conservation, sustainable development).

Prerequisite: BIO 111 with a minimum grade of C. Level Restriction: Include GR.

BIO 563 - Animal Communication (3)

Study of the principles of animal communication, including signal modalities, signal design and signal evolution.

Prerequisite: BIO 362 with a minimum grade of C. Class Restriction: Exclude Freshman and Sophomore.

BIO 564 - Plant Ecology Lab (1)

(3 laboratory) Examines methods of plant ecology including monitoring community structure and function, population dynamics, physiological tolerance, and data analysis. The lab will include both field and laboratory experiments.

Prerequisite: (BIO 110 and BIO 360 with a minimum grade of C). Class Restriction: Exclude Freshman and Sophomore.

BIO 565 - Current Topics in Ecology and Evolutionary Research (2)

Examine topics in current ecology and evolutionary biology research. Focus on speciation, microevolution, range shifts, species interactions, and ecosystems. Topics will include both applied and basic studies.

Prerequisite: (BIO 111 and BIO 360 and BIO 465 with a minimum grade of C). Offered: Generally offered Fall, Spring, and/or Summer - Check with department/school for next offering. Class Restriction: Exclude Freshman and Sophomore. Repeatable Status: Course is repeatable with a maximum of 6 credit hours.

BIO 566 - Animal Physiological Ecology (3)

Study of animal function and how environmental conditions influence the physiology of animals. Emphasis will be on vertebrate systems but invertebrates will be included.

Prerequisite: (BIO 110 and BIO 360 with a minimum grade of C). Level Restriction: Include GR.

BIO 568 - Disturbance Ecology (3)

Study of natural and anthropogenic disturbances (fire, flood, insect outbreaks) effects on populations, communities and ecosystem function.

Prerequisite: (BIO 110 and BIO 360 with a minimum grade of C). Class Restriction: Exclude Freshman and Sophomore.

BIO 570 - Coevolution in Ecological Systems (3)

Survey of contemporary primary literature on coevolution and ecology, including symbiosis, mutualism, competition, pollination, mimicry, parasitism, seed dispersal, etc.

Prerequisite: (BIO 360 and BIO 465 with a minimum grade of C). Class Restriction: Exclude Freshman and Sophomore.

BIO 572 - Species and Speciation (3)

Examination of the theoretical and pragmatic perspectives of species recognition and critical review of speciation. Includes considerations of species recognition in context of conservation biology.

Prerequisite: BIO 465 with a minimum grade of C. Class Restriction: Exclude Freshman and Sophomore.

BIO 576 - Pharmacology (3)

A mechanistic study of pharmacokinetics (absorption, distribution, metabolism and excretion of drugs) and pharmacodynamics (drug actions and interactions). Examples of important bioactive chemicals will be discussed.

Prerequisite: (BIO 220 with a minimum grade of C) and (BIO 246 or BIO 350 or BIO 552 with a minimum grade of C). Level Restriction: Include GR.

BIO 578 - Pathobiology (3)

Causes and mechanisms of disease at the molecular, cellular, and tissue levels. Cellular homeostasis and adaptive mechanisms, histopathology, toxins/toxicants, infectious disease, senescence, and target tissues.

Prerequisite: (BIO 220 with a minimum grade of C) and (BIO 341 or BIO 541 with a minimum grade of C) and (BIO 350 or BIO 552 or BIO 553 with a minimum grade of C). Offered: Generally offered Fall Even Years. Mutually Exclusive Course: Credit allowed for only one of these courses: BIO 578 and BIO 448. Class Restriction: Exclude Freshman and Sophomore.

BIO 580 - Mammalian Endocrinology (3)

Survey of endocrinology including neuroendocrine physiology, mechanisms of action, regulation of homeostasis, endocrine dysfunction, quantifying hormones.

Prerequisite: (BIO 210 and BIO 350 with a minimum grade of C). Class Restriction: Exclude Freshman and Sophomore.

BIO 581 - Neurobiology (3)

Examination of the development, anatomy, and physiology of the nervous system, with an emphasis on humans. Topics will include mechanisms mediating behavior and major brain diseases.

Prerequisite: BIO 350 with a minimum grade of C. Class Restriction: Exclude Freshman and Sophomore.

BIO 582 - Cancer Biology (3)

Study the principles of cancer biology including the mechanisms involved in its progression; the roles of DNA damage, heredity, and the environment; and treatment and prevention.

Prerequisite: BIO 220 with a minimum grade of C. Class Restriction: Exclude Freshman and Sophomore.

BIO 584 - Current Topics in Biological Education Research (2)

Examine current topics in biological education research. Focus on teaching, learning, and assessment of biology as well as school policy and curriculum development.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 6 credit hours.

BIO 585 - Topics in Field Biology (1-10)

After preparatory work, study biology in the field on a state, national or international basis.

Class Restriction: Exclude Freshman and Sophomore. Course Attribute: Variable Title Course. Repeatable Status: Course is repeatable with a maximum of 10 credit hours.

BIO 587 - Advanced Immunology (3)

Advanced exploration of humoral, cellular, and innate immunology; reproductive, transplant, and cancer immunology; allergies, hypersensitivities, and autoimmunity.

Prerequisite: (BIO 381 or BIO 547 with a minimum grade of C). Class Restriction: Exclude Freshman and Sophomore.

BIO 591 - Biology Roundtable (1)

An intensive facilitated discussion on current and cutting-edge topics in the Biological Sciences taken from peer reviewed literature and input from visiting scholars. S/U graded.

Class Restriction: Exclude Freshman and Sophomore. Repeatable Status: Course is repeatable with no limitations.

BIO 592 - Internship in Biological Sciences (1-3)

On-the-job experience in professional areas under the supervision of an area specialist. S/U graded.

Class Restriction: Exclude Freshman and Sophomore.

BIO 594 - Foundations of Biological Research (2)

Introduction to the scientific method and experimental design, written and oral presentation skills, grantsmanship, ethics and responsible scientific conduct.

Class Restriction: Exclude Freshman and Sophomore.

BIO 595 - Special Topics in Biology (1-6)

Study of any biological topic at an advanced level.

Class Restriction: Exclude Freshman and Sophomore. Course Attribute: Variable Title Course. Repeatable Status: Course is repeatable with a maximum of 6 credit hours.

BIO 596 - Foundations of Clinical Research (2)

This course examines the components of clinical research including design, conduct, analysis of trials, and dissemination of results.

Major/Minor Restriction: Include Biomedical Science Major(s). Level Restriction: Include GR.

BIO 622 - Directed Studies (1-4)

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.)

Special Notes: Maximum concurrent enrollment is two times. Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles with no limits on the number of times it can be repeated.

BIO 631 - Teaching College Biology (3)

This course prepares students for everyday classroom teaching experiences in college biology including small and large classrooms and laboratory settings using a variety of best-practice teaching strategies.

Level Restriction: Include GR.

BIO 632 - College Biology Course Development (3)

This course prepares students to effectively design college biology course curriculum using backwards design to develop learning objectives, syllabi, student assessments, and evaluation of course effectiveness.

Level Restriction: Include GR.

BIO 691 - Seminar in Biological Sciences (1)

Invited speakers will present research topics in content biology and biology education. Graduate students will also present their research proposals and final defenses of their theses or dissertations.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

BIO 693 - Review of Biological Literature (3)

This course teaches students how to conduct a thorough review of scientific literature on a focused biological topic and prepare a written comprehensive report following standard scientific format and style.

Major/Minor Restriction: Include Biological Sciences Major(s). Level Restriction: Include GR.

BIO 697 - Graduate Research (1-6)

Qualified graduate students spend a minimum of 38 clock hours per semester hour on a research problem. Before credit is given, a well written report must be submitted to the instructor.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 6 credit hours.

BIO 699 - Thesis (1-6)

Thesis S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

BIO 792 - Doctoral Supervised Teaching (1-6)

Experience supervised college level biological sciences teaching. Develop course outlines and effective teaching techniques. Students must have completed oral and written comprehensive exams prior to being eligible for this course.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 6 credit hours.

BIO 797 - Doctoral Proposal Research (1-4)

Four credits required of all doctoral students before admission to candidacy. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 4 credit hours.

BIO 799 - Doctoral Dissertation (1-12)

Twelve credits required of all doctoral candidates. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

BREW - Brewing Laboratory Science Program

College of Natural and Health Sciences

Department of Chemistry and Biochemistry (p. 223)

BREW 570 - Practical Brewing Science (3)

(1 lecture, 6 laboratory) Students must be 21+ years old (photo ID required at first class session). Detailed investigations brewing with focus on the QA/QC applications to beer production. Key analyses include analysis of water, malt, hops, wort and beer. Detailed evaluation of beer via experimentation and sensory evaluation will be conducted. A project-based component is required.

Offered: Generally offered Summer Annually. Mutually Exclusive Course: Credit allowed for only one of these courses: BREW 570 and BREW 470. Class Restriction: Exclude Freshman and Sophomore. Course Fee: Course Fee Required.

BREW 579 - Advanced Brewing Laboratory Science (3)

(1 lecture, 6 laboratory) Students must be 21+ years old (photo ID required at first class session). Application of brewing laboratory science methods of malt, wort, and beer analysis during the production of microbrewery scale quantities of beer. A project-based component involving the creation of a quality assurance program for the operation of a microbrewery is required.

Prerequisite: BREW 570 with a minimum grade of B. Offered: Generally offered Summer Annually. Mutually Exclusive Course: Credit allowed for only one of these courses: BREW 579 and BREW 479. Class Restriction: Exclude Freshman and Sophomore. Course Fee: Course Fee Required.

BREW 580 - Brewery Operations (3)

Students must be 21+ years old (photo ID required at first class session). Analysis/design of brewery operations from malt intake to product distribution. A project-based course exploring beer production, facility design, and quality control. Focus on employee safety, HACCP, and FSMA principles.

Prerequisite: BREW 579 with a minimum grade of C. Offered: Generally offered Fall Annually. Class Restriction: Exclude Freshman and Sophomore.

BREW 622 - Directed Studies (1-3)

Individualized investigation under the direct supervision of a faculty member. Minimum of 37.5 clock hours required per credit hour.

Special Notes: Maximum concurrent enrollment is two times. Level Restriction: Include GR. Repeatable Status: ST - Repeatable under different subtitles with no limits on the number of times it can be repeated.

BREW 692 - Internship (1-9)

On-the-job experience in the brewing industry under the supervision of an area specialist. S/U graded.

Special Notes: Consent of instructor required. Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

BREW 695 - Special Topics in Brewing Laboratory Science (1-3)

Study of special topics in brewing and brewing laboratory science. Variable topics.

Offered: Generally offered Fall and/or Spring - Check with department/school for next offering. Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles with no limits on the number of times it can be repeated.

CH - Community Health Education

College of Natural and Health Sciences

Department of Community Health Education (p. 226)

CH 505 - Health Communications and the Media (3)

Focuses on the design, production, evaluation and acquisition of appropriate media and materials for health education/promotion programs.

Class Restriction: Exclude Freshman and Sophomore.

CH 508 - Workshop (1-3)

A variety of workshops on special topics within the discipline. Goals and objectives will emphasize the acquisition of general knowledge and skills in the discipline.

Class Restriction: Exclude Freshman and Sophomore. Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles with no limits on the number of times it can be repeated.

CH 509 - Behavior Change Theories (3)

Review theories of behavior and behavior change as they relate to current health issues. Health behavior change models will be examined and applied.

Class Restriction: Exclude Freshman and Sophomore.

CH 513 - Professional Renewal (1-3)

Update skills and knowledge of professionals in the discipline. Goals and objectives will be specifically directed at individual professional enhancement rather than the acquisition of general discipline knowledge or methodologies. S/U or letter graded.

Class Restriction: Exclude Freshman and Sophomore. Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles with no limits on the number of times it can be repeated.

CH 520 - Foundations in Public Health (2)

Examines the historical and conceptual basis, key issues, advancements and the core functions of the public health system. This course is offered through CSPH as PUBH 6600.

Class Restriction: Exclude Freshman and Sophomore.

CH 525 - Contemporary Issues in School Health (3)

This course examines the relationship between child/adolescent health and their school experience. The course will be organized around the eight components of the Coordinated School Health Program Model. Current issues and approaches to school health will also be presented.

Class Restriction: Exclude Freshman and Sophomore.

CH 530 - Strategies for Community Health Promotion (3)

This course examines the effectiveness of a wide range of community strategies used in health promotion/disease prevention programs.

Level Restriction: Include GR. Course Attribute: Community Engaged Learning.

CH 533 - Physical Activity Interventions in the Community (3)

This course is designed to acquaint students with theory-based interventions to increase participation in physical activity. Interventions discussed will include evidence-based approaches targeting various sub-populations and settings within the community.

Class Restriction: Exclude Freshman and Sophomore.

CH 535 - Effective Community Health Engagement (3)

This course will identify and apply strategies needed to effectively engage in communities.

Prerequisite: CH 530 with a minimum grade of C. Level Restriction: Include GR. Course Attribute: Community Engaged Learning.

CH 550 - Environmental Health (3)

Investigate and discuss the relationships of environmental health problems to human health and welfare. Include sources of these problems, their recognition and control and current research studies.

Class Restriction: Exclude Freshman and Sophomore.

CH 568 - Rural Community Health Issues (3)

A study of social, economic, political, and cultural influences that impact the health of individuals and families in rural communities. This course focuses on improving health status and developing culturally appropriate and effective interventions and services in rural settings.

Class Restriction: Exclude Freshman and Sophomore.

CH 575 - Public Health Issues in Reproductive Health (3)

An extensive comprehensive elective designed to expose graduate students to the importance of reproductive health and the impact it has on public health issues.

Class Restriction: Exclude Freshman and Sophomore.

CH 610 - Program Planning and Evaluation (3)

Theories and practices of program planning and evaluation including needs assessment, planning approaches, election of strategies, data collection and analysis, evaluation design, program implementation and utilization of evaluation data.

Prerequisite: CH 509 with a minimum grade of C. Level Restriction: Include GR.

CH 612 - Statistical Applications in Public Health (3)

Applied statistical methods for students in public health. Developing statistical literacy and an ability to perform basic statistics, data summarizations and hypothesis testing using statistical software will be emphasized.

Level Restriction: Include GR.

CH 615 - Methods in Public Health Research and Evaluation (3)

Public health research methods, qualitative/quantitative research designs, data collection/analysis and program evaluation. Students will conduct an evaluation project with a local public health agency.

Prerequisite: CH 612 with a minimum grade of C. Level Restriction: Include GR.

CH 620 - Epidemiology (3)

Epidemiological principles analyzed with an emphasis on selected topical issues, infectious and chronic/degenerative diseases, research design and analysis. Practical applications of statistical and epidemiological methods.

Prerequisite: CH 612 with a minimum grade of C. Level Restriction: Include GR.

CH 622 - Directed Studies (1-4)

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.)

Special Notes: Maximum concurrent enrollment is two times. Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: Course is repeatable with no limitations.

CH 635 - Policy, Advocacy, Leadership & Management in Community Health (3)

Health policy, advocacy, leadership and management is a multidisciplinary field of public health concerned with the delivery, quality and costs of public health services.

Level Restriction: Include GR.

CH 686 - MPH Masters Project (2)

Independent project in which student demonstrates public health competencies. Includes public presentation of capstone paper.

Prerequisite: Concurrent Prerequisite CH 693 with a minimum grade of C. Level Restriction: Include GR.

CH 693 - MPH Practicum (2)

MPH students must successfully demonstrate competencies and integrate knowledge. Through this practicum, theory and skills will be applied in a public health setting. S/U graded.

Prerequisite: CH 610 with a minimum grade of C. Level Restriction: Include GR.

CH 699 - Thesis (1-6)

Optional for Master of Public Health candidates in Health Education.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

CH 999 - Graduate School Continuous Registration (1)

To permit a graduate student to continue making progress in a degree program. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

CHEM - Chemistry

College of Natural and Health Sciences

Department of Chemistry and Biochemistry (p. 223)

CHEM 508 - Workshop (1-3)

A variety of workshops on special topics within the discipline. Goals and objectives will emphasize the acquisition of general knowledge and skills in the discipline.

Class Restriction: Exclude Freshman and Sophomore.
Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles with no limits on the number of times it can be repeated.

CHEM 522 - Advanced Analytical Chemistry (3)

Advanced topics in analytical chemistry, including sampling, statistics, multiple equilibria and current literature.

Prerequisite: CHEM 321 with a minimum grade of C.
Class Restriction: Exclude Freshman and Sophomore.

CHEM 523 - Chemical Spectroscopy (3)

Theory and application of IR, NMR, UV visible and mass spectroscopy.

Prerequisite: (CHEM 321 and CHEM 332 with a minimum grade of C). Class Restriction: Exclude Freshman and Sophomore.

CHEM 525 - Forensic Chemistry (4)

(3 lecture, 3 laboratory) Application of statistics and chemistry to the analysis of evidence gathered in criminal investigations such as drugs, fibers, gunshot residue, explosives, and accelerants.

Level Restriction: Include GR. Course Fee: Course Fee Required.

CHEM 533 - Organic Synthesis and Stereochemistry (3)

An advanced treatment of synthesis and stereochemistry in organic chemistry.

Prerequisite: CHEM 332 with a minimum grade of C.
Class Restriction: Exclude Freshman and Sophomore.

CHEM 534 - Theory and Mechanisms of Organic Reactions (3)

An advanced treatment of organic reaction mechanisms and molecular orbital chemistry.

Prerequisite: (CHEM 332 and CHEM 452 with a minimum grade of C). Class Restriction: Exclude Freshman and Sophomore.

CHEM 543 - Organometallic Chemistry (3)

An introduction to organometallic systems will be presented. Included will be a comprehensive study of the preparation, properties, and reactivity of transition metal organometallic compounds and their application to catalysis.

Prerequisite: CHEM 442 with a minimum grade of C.
Class Restriction: Exclude Freshman and Sophomore.

CHEM 551 - Physical Chemistry I (4)

Chemical kinetics, quantum theory of atoms and molecules and statistical thermodynamics.

Prerequisite: (CHEM 332 and CHEM 332L and PHYS 241 and MATH 233 and Concurrent Prerequisite CHEM 321 with a minimum grade of C). Class Restriction: Exclude Freshman and Sophomore.

CHEM 552 - Physical Chemistry II (4)

The properties of matter, thermodynamics, thermochemistry and kinetic molecular theory.

Prerequisite: (PHYS 241 and MATH 233 and CHEM 332 and CHEM 332L and Concurrent Prerequisite CHEM 321 with a minimum grade of C). Class Restriction: Exclude Freshman and Sophomore.

CHEM 560 - Environmental Chemistry (2)

(1 lecture, 2 laboratory) The effect of chemicals on the environment.

Prerequisite: CHEM 331 with a minimum grade of C.
Class Restriction: Exclude Freshman and Sophomore.

CHEM 581 - General Biochemistry I (4)

Chemistry of biologically important compounds (proteins, nucleic acids, carbohydrates and lipids), emphasizing structure and function, methods of isolation, identification and characterization, kinetics and mechanisms of enzyme catalysis.

Prerequisite: CHEM 332 with a minimum grade of C.
Class Restriction: Exclude Freshman and Sophomore.

CHEM 582 - General Biochemistry II (4)

A continuation of CHEM 581. Bioenergetics, electron transport systems, metabolism of carbohydrates, lipids, nucleotides and amino acids.

Prerequisite: CHEM 581 with a minimum grade of C.
Class Restriction: Exclude Freshman and Sophomore.

CHEM 587 - Toxicology (3)

A descriptive examination of the toxic effects of environmental substances on living systems.

Prerequisite: CHEM 482 with a minimum grade of C.
Class Restriction: Exclude Freshman and Sophomore.

CHEM 590 - Advanced Topics in Chemistry (3)

Discussion of a topic in chemistry at the graduate level; e.g., polymers, drug metabolism, and molecular reaction dynamics.

Class Restriction: Exclude Freshman and Sophomore.
Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles and course is repeatable with a maximum of 12 credit hours.

CHEM 600 - Seminar in Chemistry (1)

Oral report and discussion on an advanced topic in chemistry or chemical education.

Level Restriction: Include GR. Repeatable Status: Course may be repeated 2 times.

CHEM 622 - Directed Studies (1-3)

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.)

Special Notes: Maximum concurrent enrollment is two times. Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: Course is repeatable with no limitations.

CHEM 682 - Problems in Teaching Chemistry (3)

Problems encountered in teaching chemistry and approaches to their resolutions will be considered. The formal nature of concepts, management of laboratories, safety, demonstrations are illustrative of areas of discussion.

Level Restriction: Include GR.

CHEM 693 - Chemical Research (1-9)

Develop, complete, and defend master's level research project in chemistry. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

CHEM 695 - Thesis Proposal (1)

The student will develop a committee approved research proposal based on current literature.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 6 credit hours.

CHEM 699 - Thesis (1-6)

Required of candidates in the MS programs in chemistry that are completing theses.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 6 credit hours.

CHEM 755 - Supervised Practicum in College Teaching (1-4)

Supervised practice in college teaching for doctoral candidates with observation used as a basis for analysis of learning experiences.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 4 credit hours.

CHEM 793 - Doctoral Research Practicum-Chemistry (1-9)

Provides experience in the development and implementation of research techniques, the development of experimental design and the analysis of research data. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

CHEM 797 - Doctoral Research Proposal-Chemistry (1-4)

Students may register for this course (1-4 hours) in any semester, but must earn 4 hours of credit in partial fulfillment of requirements before admission to candidacy. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 4 credit hours.

CHEM 799 - Doctoral Dissertation-Chemistry (1-12)

See Ph.D. in Chemical Education - Minimum requirements for the major in the Graduate School section of this Catalog.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 12 credit hours.

COMM - Communication

College of Humanities and Social Sciences
Department of Communication Studies (p. 214)

COMM 504 - Rhetorical Theory (3)

Systematic review of the major contributions of rhetorical theorists for their probable impact on communication.

Class Restriction: Exclude Freshman and Sophomore.

COMM 514 - Interpersonal Communication (3)

An overview of current theoretical perspectives on interpersonal communication and representative supportive research.

Class Restriction: Exclude Freshman and Sophomore.

COMM 515 - Group Communication (3)

Examine theories of group process, major group process research findings and how the principles derived from communication literature can be applied to small groups.

Class Restriction: Exclude Freshman and Sophomore.

COMM 541 - Courtroom Communication (3)

Investigate the relationship between communication and the law and legal argumentation and persuasion within courtroom advocacy. Analyze communication within the legal profession.

Class Restriction: Exclude Freshman and Sophomore.

COMM 553 - Professional Speaking (3)

Theory and practice of advanced speech composition, presentational decisions and techniques in a variety of contexts.

Prerequisite: (COMM 100 and COMM 101 with a minimum grade of C). Class Restriction: Exclude Freshman and Sophomore.

COMM 561 - Seminar in Speech Communication (1-3)

Investigate issues of current concern, for COMM professionals with subject varied according to faculty expertise.

Class Restriction: Exclude Freshman and Sophomore.

Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles with no limits on the number of times it can be repeated.

COMM 592 - Internship (1-3)

Receive professional communicative experience. Submit a proposal to the Internship Coordinator six weeks before registration. Hours may not be credited to 30 basic hours in communication graduate program.

Class Restriction: Exclude Freshman and Sophomore. Repeatable Status: Course is repeatable with a maximum of 6 credit hours.

COMM 600 - Graduate Study in Communication (3)

Orientation to graduate study with emphasis on learning to conduct literature reviews using the major journals of the communication discipline. Introduction to research using quantitative, qualitative and rhetorical approaches.

Level Restriction: Include GR.

COMM 601 - Qualitative Methods in Communication Research (3)

Orientation to the methods of qualitative research that are most frequently used in the communication discipline. Practical experience in data gathering and analysis procedures.

Level Restriction: Include GR.

COMM 602 - Quantitative Methods in Communication Research (3)

Orientation to the methods of quantitative research that are most frequently used in the communication discipline. Practical experience in data gathering and analysis procedures.

Level Restriction: Include GR.

COMM 603 - Communication Theory (3)

The study of current theories of human communication and the process of theory building.

Level Restriction: Include GR.

COMM 605 - Rhetorical Criticism (3)

Systematic review of the major contributions of rhetorical criticism theorists for their probable impact on communication.

Level Restriction: Include GR.

COMM 610 - Communication & Technology (3)

This course is designed to explore issues surrounding the emergence of new technologies and the evolution of the mediated communication process.

Level Restriction: Include GR.

COMM 622 - Directed Studies (1-3)

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.)

Special Notes: Maximum concurrent enrollment is two times. Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: Course is repeatable with no limitations.

COMM 699 - Thesis (1-6)

Optional for Master of Arts candidates on recommendation of major advisor. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

CRJ - Criminology and Criminal Justice

College of Humanities and Social Sciences

Department of Criminology and Criminal Justice (p. 215)

CRJ 510 - Administration of Criminal Justice (3)

Detailed overview and critical analysis of the three main components of the criminal justice system: police, courts, and corrections. Both historical development of the system and contemporary issues are discussed.

Class Restriction: Exclude Freshman and Sophomore.

CRJ 512 - Drugs and Drug Policy (3)

Overview of the threats and risks of drugs, patterns of use, treatment and prevention, and drug policy in the U.S. Also investigates U.S. influence on policies in some foreign countries.

Class Restriction: Exclude Freshman and Sophomore.

CRJ 532 - Problem Solving Courts (3)

A critical evaluation of court innovations linked to the larger problem-solving justice philosophy, which emphasizes enhanced information and information sharing, community engagement, collaboration, individualized justice, offender accountability and outcomes.

Class Restriction: Exclude Freshman and Sophomore.

CRJ 542 - Prisoner Re-Entry (3)

As the number of individuals leaving prison increased dramatically, prisoner re-entry became a focus for practitioners and policy makers. This course will critically evaluate strategies designed to improve re-entry outcomes.

Class Restriction: Exclude Freshman and Sophomore.

CRJ 550 - Leadership and Management in Criminal Justice (3)

Explores the spectrum of criminal justice administration: law enforcement, corrections, and the courts. Topics include financial administration, employee supervision and discipline, civil liabilities, labor relations, professional ethics, and emerging technologies.

Class Restriction: Exclude Freshman and Sophomore.

CRJ 560 - Seminar in Criminological Theory (3)

Advanced study of criminological theories using a broad interdisciplinary perspective. Explain and critique current crime control and crime prevention strategies as they relate to theory, policy and practice.

Class Restriction: Exclude Freshman and Sophomore.

CRJ 570 - Seminar in Diversity in Criminal Justice (3)

Provides an in-depth analysis of diversity issues in the criminal justice system, specifically focusing on the role race/ethnicity, gender, and social class play in the various arenas of criminal justice.

Class Restriction: Exclude Freshman and Sophomore.

CRJ 580 - Advanced Research Methods in Criminal Justice (3)

Application of the scientific method to the study of crime with an emphasis on questions inherent to understanding and examining contemporary issues in criminology and criminal justice.

Class Restriction: Exclude Freshman and Sophomore.

CRJ 582 - Advanced Statistics in Criminal Justice (3)

Application of statistical methods for identifying, classifying and analyzing data; determine appropriate statistical techniques for particular data and report and interpret statistical output.

Prerequisite: CRJ 580 with a minimum grade of C. Class Restriction: Exclude Freshman and Sophomore.

CRJ 595 - Special Topics in Criminology and Criminal Justice (3)

Course designed to investigate specific aspects of criminology and criminal justice.

Class Restriction: Exclude Freshman and Sophomore. Course Attribute: Variable Title Course. Repeatable Status: Course is repeatable with a maximum of 9 credit hours.

CRJ 610 - Planning and Evaluation in Criminal Justice (3)

Focus on planning involving multiple stakeholders in environments of change. Includes logic models, strategic planning, traditional program evaluation designs, summative and formative evaluations, and participatory action research.

Prerequisite: CRJ 580 with a minimum grade of C. Level Restriction: Include GR.

CRJ 622 - Directed Study (1-3)

Individualized investigation under the direct supervision of a faculty member (minimum of 37.5 clock hours required per credit hour).

Special Notes: Maximum concurrent enrollment is two times. Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: Course is repeatable with a maximum of 3 credit hours.

CRJ 697 - Capstone Project (1-3)

Students complete an advisor approved research project with practical implications relevant to the student's professional interests. S/U graded.

Prerequisite: CRJ 610 with a minimum grade of C. Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 3 credit hours.

CRJ 699 - Thesis (1-6)

Option to CRJ 697 on recommendations of student's advisor. Especially for students applying to doctoral programs. Individual original research aimed at acquisition of research skills and application of theory. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

CS - Computer Science

College of Natural and Health Sciences

School of Mathematical Sciences (p. 228)

CS 560 - Problem Solving with Supercomputers (3)

Basics of Linux administration and scripting in an HPC environment. Utilizing an HPC cluster to carry out a significant research project.

Prerequisite: CS 120 with a minimum grade of B. Class Restriction: Exclude Freshman and Sophomore.

DNCE - Dance

College of Performing and Visual Arts

School of Theatre Arts and Dance (p. 242)

DNCE 508 - Workshop (1-3)

A variety of workshops on special topics within the discipline. Goals and objectives will emphasize the acquisition of general knowledge and skills in the discipline.

Class Restriction: Exclude Freshman and Sophomore.

Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles with no limits on the number of times it can be repeated.

DNCE 550 - Dance History - Tribal Cultures to Current Times (3)

Students learn to recognize links between early dance forms and those which are a part of the current cultural scene. Emphasis is placed on connections between dance forms and the accompanying culture, place and events found within a specific time frame along with developments in the other arts. Students will be expected to analyze historical dance forms.

Degree Restriction: Include MA and MACC and MAST and MAT and MBS and MS. Class Restriction: Exclude Freshman and Sophomore.

DNCE 560 - Dance Movement Skills & Pedagogical Approaches (3)

Class involves the study of the technique and performance qualities of Modern and Jazz Dance. The focus is on an in-depth discovery of the methods of pedagogy for dance technique classes.

Degree Restriction: Include MA and MACC and MAST and MAT and MBS and MS. Class Restriction: Exclude Freshman and Sophomore.

DNCE 565 - Interdisciplinary Teaching and Advocacy in Dance (3)

Class involves learning how to use creative movement and dance to teach non-dance concepts and ideas, including using movement and dance to teach multicultural content. Techniques for dance education advocacy will also be presented.

Degree Restriction: Include MA and MAST and MAT and MBS and MS and MACC. Class Restriction: Exclude Freshman and Sophomore.

DNCE 570 - Doing, Teaching & Appreciating Choreography & Creative Dance I (3)

Students learn about presenting creative movement/dance lessons for elementary age children and improvisation/choreography classes for older students. Techniques for appreciating choreography are also presented along with active participation in creative movement, improvisation, and dance making based on basic choreographic principles and forms.

Degree Restriction: Include MA and MAST and MAT and MBS and MS and MACC. Class Restriction: Exclude Freshman and Sophomore.

DNCE 575 - Dance Lesson, Curriculum and Assessment Design (3)

Class includes learning to give differentiated feedback to students in movement skills classes; designing various types of dance-based lessons and curricula (modern, jazz, creative dance, choreography & improvisation); and structuring dance assessment instruments and rubrics.

Degree Restriction: Include MAST and MA and MAT and MBS and MS and MACC. Class Restriction: Exclude Freshman and Sophomore.

DNCE 600 - Movement and Dance - Framing a Research Question (3)

Students learn how to frame a research question and effective research strategies for use in dance education contexts. In addition, students produce a protocol, requiring detailed preparatory research, testing of ideas, and presentation of theories and concepts in practice. Students work under faculty supervision and prepare a documented written report.

Degree Restriction: Include MA and MAST and MAT and MBS and MS and MACC. Level Restriction: Include GR.

DNCE 690 - Thesis I (3)

Course builds on the initial research class by helping students refine a thesis topic and determine appropriate research methods. The course also includes work to define the purpose of the thesis, its significance, and possible sources for the review of literature. In addition, students describe a potential population of students for their project, along with the steps to be taken to complete their project. Possible thesis projects are: a research-based dance performance, research-based dance curriculum, or qualitative study exploring a dance education question.

Degree Restriction: Include MA and MAST and MAT and MBS and MS and MACC. Level Restriction: Include GR.

DNCE 693 - Popular Dance Forms (3)

Students learn movements from a number of popular dance forms - salsa, ballroom, hip hop, krump, steppin', Bollywood, country western line dancing and basic movements from yoga. Work on teaching progressions, pedagogical tips and lesson planning are also included.

Degree Restriction: Include MA and MAST and MAT and MBS and MS and MACC. Level Restriction: Include GR.

DNCE 695 - Doing, Teaching and Appreciating Choreography II (3)

Class is an investigation of dance improvisation and choreography as it relates to dance pedagogy and philosophy. More advanced techniques for appreciating choreography are presented along with active participation in improvisation and dance making based on intermediate choreographic principles and forms. Learning to design choreographic experiences for students of different ages and ability levels is also part of this class.

Degree Restriction: Include MA and MAST and MAT and MBS and MS and MACC. Level Restriction: Include GR.

DNCE 697 - Dance Production Techniques (3)

Course covers dance production techniques to give students an overview and practical experience in all aspects of producing a dance concert or dance performance for primary level through college age students.

Degree Restriction: Include MA and MAST and MAT and MBS and MS and MACC. Level Restriction: Include GR.

DNCE 699 - Thesis II (3-6)

Course involves step-by-step process of writing and defending candidate's thesis project. S/U graded.

Degree Restriction: Include MA and MAST and MAT and MBS and MS and MACC. Level Restriction: Include GR.

ECLD - Culturally & Linguistically Diverse Education

College of Education and Behavioral Sciences

School of Teacher Education (p. 209)

ECLD 504 - Field Experience in Culturally & Linguistically Diverse Education (3)

This course provides students with the opportunity to observe and participate in instructional strategies for culturally linguistically diverse (CLD) and bilingual learners. Students will examine instructional practices that facilitate language development and academic learning for CLD and bilingual students. At the same time, students will explore and critically reflect upon aspects of teaching practice involving culturally linguistically diverse and bilingual learners. With the help of the instructor and classmates, students will identify personal teaching strengths and challenges, and work to design and implement changes in teaching that will increase the chances for academic success among emergent bilinguals, bilinguals, and English language learners. S/U graded.

Prerequisite: (ECLD 602 and ECLD 611 with a minimum grade of C). Offered: Generally offered Spring Annually. Class Restriction: Exclude Freshman and Sophomore. Course Fee: Supervision fee required.

ECLD 508 - Workshop (1-3)

A variety of workshops on special topics within the discipline. Goals and objectives will emphasize the acquisition of general knowledge and skills in the discipline.

Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles with no limits on the number of times it can be repeated.

ECLD 510 - Practices in ESL/EFL Instruction and Assessment (3)

Drawing upon recent developments in linguistics and socio-cultural theories of second language acquisition, this course prepares ESL/EFL instructors to work with either adult ESL learners in English speaking countries or EFL learners in different international settings. The course examines theory driven, research informed, and evidence-based classroom instructional and assessment strategies that enhance social and academic language development. Candidates will engage in planning for standards-based ESL/EFL content instruction and the design of assessments for a variety of purposes including placement of learners, program planning and improvement, and communicating results of assessments to stakeholders.

Prerequisite: (ECLD 592 and ECLD 594 with a minimum grade of C). Offered: Generally offered Spring Annually. Class Restriction: Exclude Freshman and Sophomore.

ECLD 513 - Professional Renewal (1-3)

Update skills and knowledge of professionals in the discipline. Goals and objectives will be specifically directed at individual professional enhancement rather than the acquisition of general discipline knowledge or methodologies. S/U or letter graded.

Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles with no limits on the number of times it can be repeated.

ECLD 515 - Content Literacy for Diverse Learners (3)

This course is designed to provide participants, as future elementary teachers of diverse learners, with special attention to ELL population, with an introduction to the language of academic disciplines and the literacy development of students' use of content and disciplinary discourse. Pertinent Scientifically Based Reading Research (SBRR) is reinforced, emphasizing vocabulary and reading comprehension at the discourse level for academic language/literacy development. The course participants examine strategies to integrate reading, writing, listening, and speaking within and across curriculums.

Offered: Generally offered Fall Annually. Class Restriction: Exclude Freshman and Sophomore.

ECLD 523 - Academic Language/Literacy Development for Diverse Learners in School Settings (3)

Examines relevant theories, concepts and research related to development of content specific academic language/literacy skills for all learners, including culturally and linguistically diverse learners. Investigates how to implement effective strategies and select appropriate materials for learners', particularly CLD students', language/literacy development and content learning.

Offered: Generally offered Fall, Spring, and/or Summer Annually. Class Restriction: Exclude Freshman and Sophomore.

ECLD 541 - Methods of Language Teaching in Multilingual Settings (3)

Prerequisite to student teaching. Informed by theories and supported by research, emphasize standards-based teaching and learning methods, curriculum and classroom organization and design, assessment and evaluation, procedures and materials, in relationship to world language and bilingual education in a K-12 setting.

Prerequisite: Completion of Appl for Grad Lic Adm to PTEP. Corequisite: EDFE 501. Offered: Generally offered Fall Annually. Class Restriction: Exclude Freshman and Sophomore.

ECLD 590 - Communication and Technologies for Multilingual Education (3)

This course prepares teachers of English and other languages to use current technologies for language education in a variety of second or foreign language contexts.

Level Restriction: Include GR.

ECLD 591 - Multilingualism and Multilingual Education: Theories and Practices (3)

This course provides historical and international perspectives on multilingualism, multilingual and multiliterate development, and current models of multilingual education including dual language program models.

Level Restriction: Include GR.

ECLD 592 - Second Language Acquisition Theory (3)

Designed for educators who are preparing to teach or who are already teaching, English or another language as a second or an additional language. Introduces students to the existing body of theory related to second language.

Class Restriction: Exclude Freshman and Sophomore.

ECLD 593 - Language, School and Society (3)

Designed for educators who are preparing to teach, or are already teaching, culturally and linguistically diverse learners. Primary focus is on the interactions and interrelationships between and among society, language, and institutions of schooling.

Class Restriction: Exclude Freshman and Sophomore.

ECLD 594 - Foundations of Language and Linguistics for ESL/Bilingual Educators (3)

Provides teachers of English language learners with an introduction to linguistics and its application in the ESL classroom: linguistic concepts about oral and written language use and development.

Class Restriction: Exclude Freshman and Sophomore.

ECLD 596 - Effective Instruction in Culturally and Linguistically Diverse Education (3)

This course examines methods of instruction and assessment that target systematic integration of language and content in specific curriculum content areas. Course readings and projects strengthen teachers' theoretical foundation while providing hands-on experience in implementing effective instruction and assessment that address the new Colorado English Language Proficiency Standards (WIDA) to enhance student learning. Topics include selection and effective use of resources and materials, instructional and assessment strategies, program planning and improvement, communicating results of assessments to stakeholders, emphasizing culturally and linguistically responsive pedagogies.

Class Restriction: Exclude Freshman and Sophomore.

ECLD 601 - Language, Linguistics, and Education (3)

From the perspective of sociocultural theory and a functional view of language, the course examines language as a meaning making tool for learners in the process of learning language and using language to learn. The course deepens the knowledge of systemic functional linguistics in L2 teaching and learning. Focusing on critical analysis of the use of language in a variety of teaching contexts, the course examines the interrelatedness between language and education, which serves to guide analysis and development of language-based curriculum.

Offered: Generally offered Summer Annually. Level Restriction: Include GR.

ECLD 602 - Teaching Culturally Linguistically Diverse and Bilingual Learners (3)

This course provides a comprehensive introduction to the education of linguistically and culturally diverse (CLD) and bilingual learners. Content knowledge covers the fields of ESL, bilingual, and multicultural education and provides examples of effective practices and their underlying research knowledge base. Students are encouraged to engage in critical reflection on classroom practices related to linguistic and cultural diversity and bilingualism, and to apply what they have learned to their own teaching contexts.

Offered: Generally offered annually every Fall. Level Restriction: Include GR.

ECLD 605 - Seminar in Multilingual Teaching and Learning (3)

This course discusses research and practice topics relevant to the education of culturally and linguistically diverse students. It requires the design of a research project on one of the course areas.

Prerequisite: 21 hours required. Level Restriction: Include GR.

ECLD 611 - CLD Methods and Assessment I (3)

This course prepares teachers to integrate language and content instruction for CLD students, and to adopt culturally and linguistically responsive approaches to teaching diverse learners. Coursework is designed to enhance teachers' foundational knowledge of equitable and effective methods and assessment, including projects that provide opportunities for hands-on experience in implementing effective instructional strategies and assessment for CLD learners.

Prerequisite: ECLD 602 with a minimum grade of C. Level Restriction: Include GR.

ECLD 612 - CLD Methods and Assessment II (3)

This course focuses on the practical application of instructional strategies and assessment that support academic language and content learning among emergent bilingual learners. Students learn how to determine an emergent bilingual's language proficiencies in the four language domains, design lessons and assessments to address language development needs, and conduct practice progress monitoring. Students also practice leadership in professional collaboration, family outreach, and advocacy for CLD students. The goals and programming of dual language immersion programs are examined, along with strategies that utilize students' heritage language to support literacy and content areas in English.

Prerequisite: ECLD 611 with a minimum grade of C. Level Restriction: Include GR.

ECLD 622 - Directed Studies (1-3)

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.)

Special Notes: Maximum concurrent enrollment is two times. Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: Course is repeatable with no limitations.

ECLD 746 - Sociocultural Theories and Culturally & Linguistically Diverse Education (3)

Introduction to sociocultural theories of learning and development and their relevance for understanding and supporting effective teaching and learning among culturally and linguistically diverse students.

Level Restriction: Include GR.

ECLD 999 - Graduate School Continuous Registration (1)

To permit a graduate student to continue making progress in a degree program. S/U graded.

Level Restriction: Include GR.

EDEC - Early Childhood Education

College of Education and Behavioral Sciences

School of Teacher Education (p. 209)

EDEC 999 - Graduate School Continuous Registration (1)

To permit a graduate student to continue making progress in a degree program. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

EDEL - Elementary Education

College of Education and Behavioral Sciences

School of Teacher Education (p. 209)

EDEL 510 - Reading Assessment Informs Teaching (3)

Foundational study of reading assessment, based on principles for matching reading assessment data to instructional decisions; policy provisions on assessment in a multi-tiered system of support; effective and ethical assessment in aspects of reading—such as phonological/phoneme awareness, phonics and word identification, fluency, vocabulary, and comprehension; assessment informing instruction for dyslexia and other persistent reading difficulties; knowledge of language structures necessary for interpreting assessment.

Program Restrictions: Include Education:Elem Ed License-MAT. Level Restriction: Include GR.

EDEL 513 - Professional Renewal (1-3)

Update skills and knowledge of professionals in the discipline. Goals and objectives will be specifically directed at individual professional enhancement rather than the acquisition of general discipline knowledge or methodologies. S/U or letter graded.

Class Restriction: Exclude Freshman and Sophomore.
Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles with no limits on the number of times it can be repeated.

EDEL 520 - Effective Instruction in Elementary School Mathematics (3)

A comprehensive examination of issues, trends and practices in elementary school mathematics programs, including instructional strategies, planning, development, materials and evaluation. Emphasis on promoting problem solving in school mathematics curriculum.

Class Restriction: Exclude Freshman and Sophomore.

EDEL 525 - Integrated Methods: Visual Arts, Music and Physical Education (1-3)

Integration of visual art, music and physical education. Students learn discipline specific instruction techniques, strategies, activities and content knowledge to effectively integrate these areas across the curriculum.

Class Restriction: Exclude Freshman and Sophomore.

EDEL 544 - Elementary Student Teaching (4)

Includes sixteen weeks of continuous field experience in an elementary (K-6) school setting with supervision by university and school faculty. Contributes to the fulfillment of field hour requirements for Colorado state licensure.

Prerequisite: (GPA-GR-3.0) and (Passed Required Praxis and Completion of Application for Student Teaching).
Corequisite: EDEL 545. Offered: Generally offered Spring Annually. Level Restriction: Include GR. Course Attribute: Variable Title Course. Course Fee: Supervision Fee Required.

EDEL 545 - Elementary Student Teaching Seminar and Capstone (2)

The Elementary Student Teaching Seminar and Capstone provides MAT:EEL student teachers with opportunities to extend and reflect on their experiences in their student teaching classroom and to collaborate with their university supervisors, school faculty, and colleagues to improve teaching skills, plan to apply for Colorado licensure (K-6), and prepare to enter the education work force. S/U graded.

Prerequisite: (GPA-GR-3.0) and (Passed Required Praxis and Completion of Application for Student Teaching).
Corequisite: EDEL 544. Offered: Generally offered Spring Annually. Level Restriction: Include GR.

EDEL 550 - Effective Instruction in Elementary School Social Studies (3)

In-depth consideration of issues, problems and practices in the elementary social studies classroom, including instructional strategies planning, materials and evaluation. Emphasis on thinking in a pluralistic democratic society.

Class Restriction: Exclude Freshman and Sophomore.

EDEL 555 - Effective Instruction in Elementary School Reading, Writing and Communicating (3)

This course provides an introduction to teaching/learning strategies in reading, writing, speaking and listening including ways to plan, teach and assess student growth in literacy skills.

Class Restriction: Exclude Freshman and Sophomore.

EDEL 560 - Teaching Foundational Reading Skills (3)

Instructional application of foundational skills of reading development, based on consensus science in effective reading instruction; effective instruction in components of reading and writing-phonological/phonemic awareness, phonics and word identification, fluency, vocabulary, text comprehension; instruction with dyslexia and other persistent reading difficulties.

Prerequisite: EDEL 510 with a minimum grade of C.
Program Restrictions: Include Education:Elem Ed License-MAT. Level Restriction: Include GR.

EDEL 602 - Elementary School Practicum (2)

The purpose of this Practicum is to provide prospective elementary-school teachers with opportunities to work with children and experienced teachers. Teacher candidates observe, discuss, and reflect on classroom routines and procedures with their cooperating teachers, as well as gain practice instructing and assessing children's learning. Practicum experiences are designed to develop teacher candidates' competence relative to the Colorado Teacher Quality Standards and to help children meet or exceed expectations for learning as specified in the Colorado Academic Standards.

Prerequisite: Completion of Appl for Grad Lic Adm to PTEP. Corequisite: EDEL 603. Offered: Generally offered Fall Annually. Level Restriction: Include GR. Course Fee: Supervision Fee Required.

EDEL 603 - Elementary Practicum Seminar (1)

The purpose of the Elementary Practicum Seminar is to provide prospective elementary-school teachers an opportunity to grow their teaching skills and reflect on their teaching practices. Teacher candidates discuss and reflect on classroom routines and procedures and instructional and assessment strategies, methodologies, and best practices. Seminar experiences are designed to develop teacher candidates' competence relative to the Colorado Teacher Quality Standards and to help children meet or exceed expectations for learning as specified in the Colorado Academic Standards. S/U graded.

Prerequisite: Completion of Appl for Grad Lic Adm to PTEP. Corequisite: EDEL 602. Offered: Generally offered Fall Annually. Level Restriction: Include GR.

EDEL 612 - Elementary School Curriculum (3)

A review and analysis of competing conceptualizations of the elementary-school curriculum. Teachers develop, implement, and evaluate curriculum in elementary classrooms. Current topics, trends and issues in curriculum are explored.

Level Restriction: Include GR.

EDEL 613 - Integrated Curriculum (3)

Theory, design, development, implementation and evaluation of integrated curriculum. Students develop interdisciplinary units of study and learn active learning strategies and techniques consistent with an effective rationale for integrated curriculum.

Level Restriction: Include GR.

EDEL 622 - Directed Studies (1-3)

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.)

Special Notes: Maximum concurrent enrollment is two times. Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: Course is repeatable with no limitations.

EDEL 797 - Doctoral Proposal Research (1-4)

Students must earn 4 hours of credit for doctoral dissertation research proposal in partial fulfillment of requirements for doctoral degree before admission to candidacy. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 4 credit hours.

EDEL 799 - Doctoral Dissertation (1-12)

Students must earn 12 hours of credit for the dissertation in partial fulfillment of requirements for the doctoral degree. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

EDEL 999 - Graduate School Continuous Registration (1)

To permit a graduate student to continue making progress in a degree program. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

EDF - Foundations of Education

College of Education and Behavioral Sciences

School of Teacher Education (p. 209)

EDF 500 - Conceptions of Schooling (3)

Investigation of social contributions of schools. Determination of what the public expects from local schools, assessing how accurately present systems meet public's expectations and individual implications for teaching.

Class Restriction: Exclude Freshman and Sophomore.

EDF 508 - Workshop (1-3)

A variety of workshops on special topics within the discipline. Goals and objectives will emphasize the acquisition of general knowledge and skills in the discipline.

Class Restriction: Exclude Freshman and Sophomore.
Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles with no limits on the number of times it can be repeated.

EDF 513 - Professional Renewal (1-3)

Update skills and knowledge of professionals in the discipline. Goals and objectives will be specifically directed at individual professional enhancement rather than the acquisition of general discipline knowledge or methodologies. S/U or letter graded.

Class Restriction: Exclude Freshman and Sophomore.
Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles with no limits on the number of times it can be repeated.

EDF 601 - Discourse Analysis in Language and Literacy Research (3)

An introduction to the theory and methods of microethnographic discourse analysis approaches to the study of language and literacy events. Students will be encouraged to pursue their individual research interests in work for the course.

Prerequisite: SRM 680 with a minimum grade of C. Level Restriction: Include GR.

EDF 610 - Teacher Research (3)

Provides teachers with an analytic framework for understanding different types of teacher research as well as strategies and techniques for conducting research in K-12 schools.

Level Restriction: Include GR.

EDF 618 - Internship in Cultural Studies and Equity (1)

This course is designed to assist students in the completion of their internship for the Cultural Studies and Equity Graduate Certificate. The course will guide students in applying theoretical and empirical understandings of cultural diversity and equity in their selected field placement. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

EDF 619 - Pluralism in Education (3)

Assists student in recognizing need for creating processes that enable children, educators and others to support and design a culturally and socially diverse curriculum.

Level Restriction: Include GR.

EDF 622 - Directed Studies (1-3)

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.)

Special Notes: Maximum concurrent enrollment is two times. Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: Course is repeatable with no limitations.

EDF 640 - Psychological Foundations of Education (3)

Exploration and analysis of possible range of assumptions about nature of human activity (thinking, behaving, feeling) and implications of those assumptions relative to educational enterprise.

Level Restriction: Include GR.

EDF 642 - Foundations of Environmental Education (3)

Exploration of historical, political, and sociological foundations of environmental education in the US and internationally. Particular attention paid to curriculum in formal and non-formal schooling.

Level Restriction: Include GR.

EDF 645 - Innovative Practice in Contemporary Education (3)

Explores contemporary education trends, including strategies for English language learners, and promotes reflection and action toward responsible leadership for diverse students in an era of innovation and change; examines current issues in instructional and assessment practices, from social and historical and political perspectives.

Level Restriction: Include GR.

EDF 648 - Foundations of Instructional Methods (3)

General principles of curriculum design, pedagogy and assessment with content area concentrations. Special focus on the research literature on assessment and instruction practices.

Level Restriction: Include GR.

EDF 653 - Educational Inquiry Seminar (3)

Teacher candidates reflect upon applied theories of methods, assessment, and pedagogy to diverse contexts; data collection for capstone.

Offered: Generally offered Fall Annually. Major/Minor Restriction: Include Secondary Pedagogy Major(s). Level Restriction: Include GR.

EDF 662 - Foundations of Curriculum Development and Instructional Practice (3)

Examines nature and scope of curriculum planning, instructional design, decision making, and implementation. Delivery and instruction of a curriculum, the process for changing curriculum are investigated.

Level Restriction: Include GR.

EDF 664 - Instruction and Assessment (3)

Examine current issues in instructional and assessment practices, from social and historical and political perspectives; focus on the research literature on instruction and assessment practices.

Level Restriction: Include GR.

EDF 670 - Introduction of Research Literature (3)

Examines roots of educational research, its evolution in context of educational reform. Conceptual base in the interpretation, application, and dissemination of current and emerging literature.

Level Restriction: Include GR.

EDF 685 - Philosophical Foundations of Education (3)

Examine leading contemporary and classical philosophical systems and how they culminate in practical educational goals, systems of justification and practices. Includes the study of educational aims and values.

Level Restriction: Include GR.

EDF 700 - Implementation and Evaluation of Curriculum (3)

Analysis of major concepts as related to the implementation and evaluation of curriculum. Covers models of curriculum design and strategies for implementing and evaluating curriculum.

Level Restriction: Include GR.

EDF 701 - Doctoral Seminar (1)

Focus of the seminar changes. It helps doctoral students to identify research methods, dissertation topic and design, conceptual framework, hypothesis, research and writing strategies.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

EDF 720 - Foundations of Educational Research (3)

An advanced study of modes of inquiry used to address educational issues. Students critically evaluate educational research and identify and study a problem of practice.

Prerequisite: (SRM 602 and SRM 680 with a minimum grade of C). Level Restriction: Include GR.

EDF 773 - Literacy as Social Practice (3)

Exploration of concepts of literacy as social construction; includes aspects of influence on status, power, and mobility within society.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 3 credit hours.

EDF 775 - History of Education Reform and Change (3)

Analysis of research on History of American Education with respect to implications for contemporary educational curriculum, reform, and innovation.

Level Restriction: Include GR.

EDF 777 - Social Justice in Education Reform (3)

Analysis of research and social justice leadership and reform in schools (past, present, future). Critical reflection of teaching and learning that define, support, or hinder social justice in education.

Level Restriction: Include GR.

EDF 778 - Social Theory of Learning and Change (3)

Examination of individual and collective learning as developmental transformation within and across social organizations, such as schools. Explores concepts of identity, power, meaning, boundaries and interaction between individuals and systems.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 3 credit hours.

EDF 781 - Perspectives on Curriculum (3)

Exploration of curriculum theory and practice. The course addresses current orientations and applications of curriculum and its community of scholars and practitioners.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 3 credit hours.

EDF 785 - Contemporary School Reform (3)

Provide students with a broad understanding of the historical development of education reform initiatives in the United States, emphasizing the period beginning in 1983, as well as the skills and experience to evaluate contemporary and future reform critically.

Degree Restriction: Include DOC. Level Restriction: Include GR.

EDF 787 - Technology, Innovation, and Education (3)

Analysis of theory and practice-based research relevant to thoughtful design, implementation, and assessment of educational media and technology initiatives.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 3 credit hours.

EDF 795 - Comprehensive Seminar (3)

Application of education knowledge and research methods. Students independently write a research paper suitable for publication in an education research journal. S/U Graded.

Degree Restriction: Include EDD and PHD and AUD and DA and DNP. Level Restriction: Include GR.

EDF 797 - Doctoral Proposal Research (1-4)

Candidate must earn a minimum of 4 credit hours for doctoral proposal research in partial fulfillment of the requirements for the degree.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

EDF 799 - Doctoral Dissertation (1-12)

Candidates must earn a minimum of 12 credit hours for the dissertation in partial fulfillment of the requirements for the degree

Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 12 credit hours.

EDFE - Educational Field Experiences

College of Education and Behavioral Sciences

School of Teacher Education (p. 209)

EDFE 501 - Practicum (1-4)

Arrange with instructor. Undertake educational field studies in school settings, either individual or team oriented and focus on practical and relevant assessment of needs in teacher education. S/U graded.

Prerequisite: Completion of Appl for Initial Adm to PTEP. Class Restriction: Exclude Freshman and Sophomore. Repeatable Status: Course is repeatable with no limitations.

EDFE 550 - Practicum in Secondary Schools (2)

The purpose of this Practicum is to provide prospective secondary-school teachers with opportunities to work with children and experienced teachers. Teacher candidates will observe, participate in, analyze, and reflect on teaching and learning in secondary school and classroom settings, as well as gain practice instructing and assessing children's learning. Practicum experiences are designed to develop teacher candidates' competence relative to the Colorado Teacher Quality Standards and to help children meet or exceed expectations for learning as specified in the Colorado Academic Standards.

Prerequisite: (GPA-GR-3.0) and (Completion of Appl for Grad Lic Adm to PTEP). Corequisite: EDFE 551. Offered: Generally offered Fall Annually. Major/Minor Restriction: Include Secondary Pedagogy Major(s). Level Restriction: Include GR.

EDFE 551 - Secondary Practicum Seminar (1)

The purpose of the Secondary Practicum Seminar is to provide prospective secondary-school teachers an opportunity to grow their teaching skills and reflect on their teaching practices. Teacher candidates discuss and reflect on classroom routines and procedures and instructional and assessment strategies, methodologies, and best practices. Seminar experiences are designed to develop teacher candidates' competence relative to the Colorado Teacher Quality Standards and to help children meet or exceed expectations for learning as specified in the Colorado Academic Standards. S/U graded.

Prerequisite: (GPA-GR-3.0) and (Completion of Appl for Grad Lic Adm to PTEP). Corequisite: EDFE 550. Offered: Generally offered Fall Annually. Major/Minor Restriction: Include Secondary Pedagogy Major(s). Level Restriction: Include GR.

EDFE 554 - Secondary Practicum (3)

The course provides teacher candidates with opportunities to observe, participate in, analyze, and reflect on teaching and learning in secondary school and classroom settings.

Prerequisite: (EDFE 125 with a minimum grade of S or Completion of Appl for Grad Lic Adm to PTEP). Class Restriction: Exclude Freshman and Sophomore.

EDFE 555 - Supervised Student Teaching (1-9)

Meets student teaching requirement for certification. S/U graded.

Prerequisite: (EDFE 130 with a minimum grade of S or (Completion of Appl for Grad Lic Adm to PTEP and Passed Required Praxis)). Level Restriction: Include GR. Course Attribute: Variable Title Course. Course Fee: Supervision Fee Required.

EDFE 556 - Student Teaching in Secondary Schools (4)

Sixteen-week student teaching field experience emphasizing planning, methods, assessment, classroom management, content, literacy, individualized instruction, diversity, human relations, and professionalism. To pass, students must meet all requirements and Satisfactorily pass EDFE 557.

Prerequisite: (GPA-GR-3.0) and (Completion of Appl for Grad Lic Adm to PTEP and Passed Required Praxis). Corequisite: EDFE 557. Offered: Generally offered Spring Annually. Major/Minor Restriction: Include Secondary Pedagogy Major(s). Level Restriction: Include GR.

EDFE 557 - Secondary Student Teaching Seminar (2)

Student Teaching Seminars that require students to reflect on student teaching; collaborate with supervisors, school faculty, and colleagues; and plan, teach, assess, and evaluate a unit of instruction. To pass, students must meet all requirements and earn a B- or better in EDFE 556.

Prerequisite: (GPA-GR-3.0) and (Completion of Appl for Grad Lic Adm to PTEP and Passed Required Praxis). Corequisite: EDFE 556. Offered: Generally offered Spring Annually. Major/Minor Restriction: Include Secondary Pedagogy Major(s). Level Restriction: Include GR.

EDI - Educational Interpreting

College of Education and Behavioral Sciences

Department of American Sign Language and Interpreting Studies (p. 193)

EDI 513 - Professional Renewal (1-3)

Update skills and knowledge of professionals in the discipline. Goals and objectives will be specifically directed at individual professional enhancement rather than the acquisition of general discipline knowledge or methodologies. S/U or letter graded.

Class Restriction: Exclude Freshman and Sophomore. Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles with no limits on the number of times it can be repeated.

EDLD - Education of Linguistically Different

College of Education and Behavioral Sciences

School of Teacher Education (p. 209)

EDLD 508 - Workshop (1-3)

A variety of workshops on special topics within the discipline. Goals and objectives will emphasize the acquisition of general knowledge and skills in the discipline.

Class Restriction: Exclude Freshman and Sophomore. Course Attribute: Variable Title Course. Repeatable Status: Course is repeatable with no limitations.

EDLD 513 - Professional Renewal (1-3)

Update skills and knowledge of professionals in the discipline. Goals and objectives will be specifically directed at individual professional enhancement rather than the acquisition of general discipline knowledge or methodologies. S/U or letter graded.

Class Restriction: Exclude Freshman and Sophomore. Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles with no limits on the number of times it can be repeated.

EDLD 622 - Directed Studies (1-3)

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.)

Special Notes: Maximum concurrent enrollment is two times. Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: Course is repeatable with no limitations.

EDLD 999 - Graduate School Continuous Registration (1)

To permit a graduate student to continue making progress in a degree program. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

EDRD - Reading

College of Education and Behavioral Sciences

School of Teacher Education (p. 209)

EDRD 510 - Achieving Effective Instruction in Developmental Reading (3)

Teaching/learning strategies, reading materials, selection, lesson planning and organizing for instruction in reading across the total curriculum constitute the focus of the course.

Class Restriction: Exclude Freshman and Sophomore.

EDRD 511 - Elementary Reading Diagnosis and Individualization (3)

Course will emphasize diagnosis leading to instruction through a variety of approaches toward the end of enabling teachers to select appropriate methods/materials.

Prerequisite: GPA-GR-3.0. Class Restriction: Exclude Freshman and Sophomore.

EDRD 513 - Professional Renewal (1-3)

Update skills and knowledge of professionals in the discipline. Goals and objectives will be specifically directed at individual professional enhancement rather than the acquisition of general discipline knowledge or methodologies. S/U or letter graded.

Class Restriction: Exclude Freshman and Sophomore. Course Attribute: Variable Title Course. Repeatable Status: Course is repeatable with no limitations.

EDRD 611 - Language, Literacy and Cognitive Development (3)

Students examine the developmental nature of language, literacy and cognition birth to adulthood by reading and studying classic and current research. The impact of nature and nurture will be examined.

Level Restriction: Include GR.

EDRD 612 - Reading in the Elementary Schools (3)

Study of the nature of reading instruction, K-6 as reflected by current research, teaching and evaluation methods and techniques, published and teacher prepared materials, and effective classroom management.

Level Restriction: Include GR.

EDRD 614 - Literature for Children, Adolescents and Young Adults (3)

Considers locating and evaluating children's, adolescent, and young adult literature and methods of organizing, teaching, and evaluating at literature program. Examine issues such as censorship, multicultural literature, and style analysis.

Level Restriction: Include GR.

EDRD 615 - Topical Seminar in Reading/Literacy (3)

Advanced study, and inquiry, in Reading/Literacy education. Address landmark research, analysis and synthesis of past and present trends and issues, and scholarly pursuit of scholarly topic. S/U graded.

Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: Course may be repeated 3 times.

EDRD 617 - Evaluation and Improvements of Literacy Teaching and Learning (4)

Develop an understanding of the educationally disabled reader and writer in elementary and secondary school. Explore diagnostic and instructional strategies. Required tutoring experiences.

Prerequisite: (EDRD 612 and EDRD 620 with a minimum grade of C). Level Restriction: Include GR.

EDRD 620 - Reading in the Middle and Secondary Schools (3)

Introduction to reading skills and reading requirements in developmental reading and subject-matter classes in the middle and secondary school. Examine instructional strategies and evaluation procedures as reflected by research.

Level Restriction: Include GR.

EDRD 622 - Directed Studies (1-3)

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.)

Special Notes: Maximum concurrent enrollment is two times. Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: Course is repeatable with no limitations.

EDRD 642 - Teaching the Writing Process in Schools (3)

Assist classroom teachers with children's writing process. Emphasis on: writing process; encouragement of process development; children's growth in writing process; and, recording, assessing, and reporting student progress.

Level Restriction: Include GR.

EDRD 645 - Reading Research (3)

Study research procedures and their application to reading education. Critique reading research and reading programs and practices. Develop and present a research project in the area of reading/literacy.

Level Restriction: Include GR.

EDRD 670 - Directing a School-Wide Reading/Literacy Program (3)

Seminar course intended to prepare reading teachers, specialists, coordinators and administrators for directing textbook adoption, curriculum development and issues, staff development, evaluation and supervision of reading/writing programs.

Level Restriction: Include GR.

EDRD 692 - Clinical Practicum in Literacy Coaching (4)

Supervised clinical instruction of elementary/middle/secondary school disabled readers. Continued professional development, in the areas of collegial communications, reflective coaching, and leadership capacity. May be completed at each level. S/U graded.

Prerequisite: EDRD 617 with a minimum grade of C. Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 12 credit hours.

EDRD 693 - Capstone Reading Seminar (1)

Explores major trends in reading education; synthesis and assimilation of information gleaned from all courses in the MA in Reading Program. S/U graded.

Level Restriction: Include GR.

EDRD 699 - Thesis (1-6)

Optional for Master of Arts programs on recommendation of major advisor. Successful completion of a formal thesis paper and oral defense required. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

EDRD 795 - Supervised Practicum in College Teaching (3)

Experiences in observation and supervised practice in college teaching to be used as basis for analysis of learning experiences. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 9 credit hours.

EDRD 797 - Doctoral Proposal Research (1-4)

Students must earn 4 hours of credit for doctoral dissertation research proposal in partial fulfillment of requirements for doctoral degree before admission to candidacy. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 4 credit hours.

EDRD 799 - Doctoral Dissertation (1-12)

Students must earn 12 hours of credit for the dissertation in partial fulfillment of requirements for the doctoral degree. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

EDRD 999 - Graduate School Continuous Registration (1)

To permit a graduate student to continue making progress in a degree program. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

EDS - Education of Diverse Students

College of Education and Behavioral Sciences

School of Teacher Education (p. 209)

School of Special Education (p. 205)

EDS 581 - Basic Principles of CLD & SPED Education (3)

This course is designed to provide the political, historical and legal foundations of special education and the education of culturally and linguistically diverse populations, and addresses the educational implications for the teacher and children with unique learning needs.

Class Restriction: Exclude Freshman and Sophomore.

EDS 582 - Assessment: Special Education and Culturally and Linguistically Diverse Students (3)

Students gain knowledge and skills to select, adapt, and conduct assessments, develop Individualized Educational Programs, and use data from assessment to plan instruction within a continuum of service delivery models for diverse children and youth.

Class Restriction: Exclude Freshman and Sophomore.

EDS 602 - Graduate Research with Diverse Learners (3)

Students will be introduced to educational research, design, analysis and its applicability when reading, designing, or conducting educational research, particularly research that involves K-12 students with special education needs and those who are learning English as a new language.

Level Restriction: Include GR.

EDS 603 - Field Based Experience CLD/SPED (6)

This course is designed for the CLD/SPED graduate student to be provided with opportunities to observe and participate in a variety of special education and second language acquisition settings; reflect on the observations and develop teaching related artifacts suitable for use in specified field experience settings (specifically serving students with special needs and/or those students with culturally/linguistically diverse needs). S/U graded.

Level Restriction: Include GR.

EDSE - Special Education

College of Education and Behavioral Sciences

School of Special Education (p. 205)

EDSE 507 - Field-Based Experience (3)

The special education teacher candidate will be provided opportunities to observe, analyze and reflect on issues including diversity, professionalism, best practices in teaching, rights and responsibilities, and instruction in a K-12 special education setting. EDSE 507 is a self-paced, module-based course, delivered through Blackboard. Assignments for EDSE 507 are described within eight modules. In addition to the eight modules, observations (70 hours) are required.

Class Restriction: Exclude Freshman and Sophomore.

EDSE 508 - Workshop (1-4)

A variety of workshops on special topics within the discipline. Goals and objectives will emphasize the acquisition of general knowledge and skills in the discipline.

Class Restriction: Exclude Freshman and Sophomore.
Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles with no limits on the number of times it can be repeated.

EDSE 509 - Strategies for Students with Exceptionalities (3)

Provides effective strategies to education all students, particularly at secondary level. Overviews special education process and inclusive education models; characteristics, transitional needs, and culturally linguistically different exceptional learners and their families.

Class Restriction: Exclude Freshman and Sophomore.

EDSE 510 - Foundations of Special Education (3)

This course is designed to provide the historical and legal foundations of special education and the educational implications for educators of students with exceptionalities.

Class Restriction: Exclude Freshman and Sophomore.

EDSE 511 - Content Accessibility for CLD and Students with Identified Needs (3)

This course addresses culturally responsive theories, concepts, and research related to effective instructional planning and skill development for students with disabilities including those from culturally and linguistically diverse backgrounds and who are English language learners.

Class Restriction: Exclude Freshman and Sophomore.

EDSE 512 - Assessment, IEP Development and Instructional Planning (3)

Students gain knowledge and skills for selecting, adapting, and using assessments, developing Individualized Education Programs, and planning instruction within a continuum of service delivery models.

Class Restriction: Exclude Freshman and Sophomore.

EDSE 513 - Professional Renewal (1-3)

Update skills and knowledge of professionals in the discipline. Goals and objectives will be specifically directed at individual professional enhancement rather than the acquisition of general discipline knowledge or methodologies. S/U or letter graded.

Class Restriction: Exclude Freshman and Sophomore.
Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles with no limits on the number of times it can be repeated.

EDSE 517 - Alternate Field Based Experience (3)

The special education teacher candidate will be provided opportunities to observe, analyze and compare/contrast special education programming in the United States to that of the teacher candidate's home country. The teacher candidate will reflect on issues including diversity, professionalism, best practices in teaching, students' rights and responsibilities, and instruction as related to K-12 special education settings. EDSE 517 is a self-paced, module-based course. Classroom observation hours are required. Individual assistance is provided as needed.

Class Restriction: Exclude Freshman and Sophomore.

EDSE 528 - Linguistically Diverse Students with Low Incidence Disabilities (2)

Introduce instructional and assessment issues related to the education of linguistically diverse students with low incidence disabilities.

Level Restriction: Include GR.

EDSE 530 - Family/Professional Partnerships (3)

The course promotes in-depth reflection on collaboration with families of young children using a case method of instruction. Family systems perspectives and family centered approaches are emphasized.

Level Restriction: Include GR.

EDSE 531 - Assessment and Planning in Early Childhood Special Education (3)

The course explores theory and application of assessment methods in Early Childhood Special Education. Cross-disciplinary approaches, matching assessment procedures to the intended purpose, and linked assessment/planning systems are emphasized.

Class Restriction: Exclude Freshman and Sophomore.

EDSE 532 - Typical and Atypical Early Child Development: Application to Early Childhood Special Education (3)

The course will explore typical and atypical patterns of early child development; biological, cultural, and environmental influences; and implications for appropriate practice in Early Childhood Special Education.

Class Restriction: Exclude Freshman and Sophomore.

EDSE 533 - Curriculum and Instruction in Early Childhood Special Education (3)

The course explores recommended practices for inclusive education of young children with developmental concerns. Developmentally appropriate, individually responsive, cross-disciplinary, and evidence-based practices are emphasized across developmental domains.

Class Restriction: Exclude Freshman and Sophomore.

EDSE 534 - Research, Policy, and Advocacy in Early Childhood Special Education (3)

The course explores efficacy research, state and federal policies and systems, nationally recommended practices, and advocacy processes that support high quality services in Early Childhood Special Education (ECSE).

Class Restriction: Exclude Freshman and Sophomore.

EDSE 537 - Practicum in EC/ESCE: Infants and Toddlers (2)

Students build on knowledge and competencies gained throughout their master's program to synthesize their knowledge and apply recommended practices in EC/ECSE settings for children birth to 3 years of age.

Class Restriction: Exclude Freshman and Sophomore.
Repeatable Status: Course is repeatable with a maximum of 6 credit hours. Course Fee: Supervision Fee Required.

EDSE 538 - Practicum in EC/ECSE: 3-5 years (2)

Students build on knowledge and competencies gained throughout their master's program to synthesize their knowledge and apply recommended practices in EC/ECSE settings for children 3-5 years of age.

Class Restriction: Exclude Freshman and Sophomore.
Repeatable Status: Course is repeatable with a maximum of 6 credit hours. Course Fee: Supervision Fee Required.

EDSE 539 - Practicum in EC/ECSE: 5-8 years (2)

Students build on knowledge and competencies gained throughout their master's program to synthesize their knowledge and apply recommended practices in EC/ECSE settings for children 5-8 years of age.

Class Restriction: Exclude Freshman and Sophomore.
Repeatable Status: Course is repeatable with a maximum of 6 credit hours. Course Fee: Supervision Fee Required.

EDSE 541 - Introduction to Visual Impairments and Deaf-Blindness (3)

Historical perspectives and current educational services for student with visual impairment and deaf-blindness across the lifespan. Emphasis placed on growth and development and psychosocial effects of visual impairment.

Class Restriction: Exclude Freshman and Sophomore.

EDSE 543 - Braille Codes and Formats (3)

Study literary and nemeth codes, basic abacus operations. Techniques of teaching literacy skills to students with visual disabilities are included.

Class Restriction: Exclude Freshman and Sophomore.

EDSE 546 - Principles of Orientation and Mobility (3)

Philosophy and history of cane instruction, dog guides and other methods of travel. Techniques in developing orientation skills and pre-cane mobility instruction. Gross motor and concept development are presented.

Class Restriction: Exclude Freshman and Sophomore.

EDSE 547 - Individual Instruction in Orientation and Mobility (3)

Required laboratory arranged. A study of methods involved in general navigation and environmental awareness relating to severe vision needs. Travel techniques are gained while working under simulated conditions.

Prerequisite: (EDFE 125 with a minimum grade of S or Completion of Appl for Grad Lic Adm to PTEP) and (EDSE 546 with a minimum grade of C). Class Restriction: Exclude Freshman and Sophomore.
Repeatable Status: Course is repeatable with a maximum of 4 credit hours.

EDSE 548 - Medical and Educational Implications of Visual Impairments (3)

Anatomy and physiology of the eye, medical and educational assessment of low vision and functional implications of various eye conditions. Techniques to develop use of functional vision.

Class Restriction: Exclude Freshman and Sophomore.

EDSE 549 - Assessment of Students with Visual Impairments (3)

Assessment procedures related to learners with visual impairments. Determination of learning needs and appropriate learning media. Relationship of assessment, IEP development and placement.

Prerequisite: (EDSE 541 and EDSE 548 with a minimum grade of C). Class Restriction: Exclude Freshman and Sophomore.

EDSE 550 - Foundations of Deaf Education (3)

This course is designed to provide the historical, legal, and cultural foundations of deaf education and the educational implications for the teacher and student who is deaf or hard of hearing.

Class Restriction: Exclude Freshman and Sophomore.

EDSE 597 - Effective Instruction in Special Education (3)

This course addresses how to provide curriculum access and effectively teach skills in literacy, math, and general education content areas for students with exceptionalities. Emphasis is placed on evidence-based practices for targeted and embedded instruction of discrete skills in reading and math, and evidence-based strategies for adapting lesson plan formats and delivery modes to assure content access and student progress.

Class Restriction: Exclude Freshman and Sophomore.

EDSE 613 - Applied Assessment (3)

Students develop assessment skills related to students with disabilities focusing on principles, purposes, and the practice of assessment tools, including formal and informal measures.

Prerequisite: EDSE 512 with a minimum grade of C.
Offered: Generally offered Fall, Spring, and/or Summer Annually. Level Restriction: Include GR. Course Fee: Assessment Fee Required.

EDSE 614 - Behavioral Interventions (3)

This course is designed to provide special educators with researched-based assessment and intervention strategies for working with individuals who have behavioral needs.

Offered: Generally offered Fall, Spring, and/or Summer Annually. Level Restriction: Include GR.

EDSE 616 - Scientifically Based Literacy Interventions (3)

This course provides scientifically based literacy interventions for learners with exceptional needs including theoretical models related to interventions addressing the five reading components (i.e., phonemic awareness, phonics, vocabulary, comprehension, and fluency).

Offered: Generally offered Fall, Spring, and/or Summer Annually. Level Restriction: Include GR.

EDSE 617 - Mathematics and Content Area Learning for Students with Disabilities (3)

This course prepares teachers to teach mathematics and content areas to students with disabilities. Scientifically research-based and validated methods will be emphasized for effective instruction, technology use, and collaborative support.

Offered: Generally offered Fall, Spring, and/or Summer Annually. Level Restriction: Include GR.

EDSE 618 - Educating Students with Significant Support Needs (3)

This course addresses planning, managing, and collaboratively delivering educational plans and interventions for students with severe disabilities. It addresses academic, communication, behavioral, medical, and unique individual needs, K-12.

Offered: Generally offered Fall, Spring, and/or Summer Annually. Level Restriction: Include GR.

EDSE 619 - Secondary Services (3)

This course includes an overview of transition services, academic strategies, community-based instruction, and contextual learning in a standards-based framework. Student self-determination and interagency coordination is included.

Offered: Generally offered Fall, Spring, and/or Summer Annually. Level Restriction: Include GR.

EDSE 622 - Directed Studies (1-3)

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.)

Special Notes: Maximum concurrent enrollment is two times. Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: Course is repeatable with no limitations.

EDSE 624 - Communication, Sensory, and Social Skills Strategies for Working with Students with Autism (3)

This course provides strategies for assessing and planning for instruction in communication, assistive technology, sensory needs and social skills for students on the autism spectrum including service delivery options, developing and implementing communication skills using evidence-based practices settings.

Level Restriction: Include GR.

EDSE 625 - Applied Behavior Analysis for Teachers (3)

Course content focuses on applied behavior analysis, target behaviors, functional behavior assessment and analysis procedures, recording behavior, interpreting and creating graphic displays, behavioral interventions, reinforcement schedules, self-management, and generalization and maintenance of behavioral change.

Level Restriction: Include GR.

EDSE 626 - Instructional and Behavioral Interventions for Students on the Autism Spectrum (3)

This course will focus on evaluating current instructional and behavioral interventions for children who are on the autism spectrum. Content will also be designed to provide learners with thorough background knowledge about interventions that are effective and ineffective as evidenced by their outcome data.

Level Restriction: Include GR.

EDSE 627 - Philosophical Underpinnings of Applied Behavior Analysis (2)

This course covers the philosophical assumptions underlying the science of ABA, descriptions and explanations of behavior, the experimental analysis of behavior, and professional practice guided by the science of behavior analysis. This course is based upon the BACB® 5th edition Task List.

Offered: Generally offered Fall and/or Spring Annually.

Level Restriction: Include GR.

EDSE 630 - Applied Behavior Analysis I (3)

This course covers functional behavior assessment, functional assessment of academics, and selecting and prioritizing target behaviors.

Prerequisite: SPSY 628 with a minimum grade of C. Level Restriction: Include GR.

EDSE 631 - Applied Behavior Analysis II (4)

This course covers individual and systematic behavioral interventions, including antecedent interventions, contingency contracting, group contingencies, consequence-based strategies, and token economies.

Prerequisite: SPSY 628. Offered: Generally offered Fall and/or Spring Annually. Level Restriction: Include GR.

EDSE 632 - Ethics in Applied Behavior Analysis (3)

This course covers professional and ethical compliance for behavior analysis.

Prerequisite: SPSY 628 with a minimum grade of C. Level Restriction: Include GR.

EDSE 633 - Applications of Applied Behavior Analysis (3)

This course addresses applied behavior analysis for individuals across the lifespan, including supervision, academic and cultural considerations, persons with autism and traumatic brain injury, and behavior change systems.

Prerequisite: SPSY 628 with a minimum grade of C. Level Restriction: Include GR.

EDSE 640 - Methods of Teaching Students with Visual Impairment (3)

Curriculum development, adaptations, and teaching methodology for individuals with visual impairments. Modification of general and functional curricular areas. Emphasis on methods of teaching skills and the core curriculum.

Prerequisite: (EDSE 541 with a minimum grade of C or EDFE 125 with a minimum grade of S or Completion of Appl for Grad Lic Adm to PTEP) and (EDSE 548 with a minimum grade of C). Level Restriction: Include GR.

EDSE 642 - Advanced Seminar in Education of Students with Visual Impairments (3)

Role and responsibilities of the teacher of students with visual impairments as an educational team member, professionalism, ethics, consultation and collaborative partnerships, and social skill development.

Prerequisite: (EDFE 125 with a minimum grade of S or Completion of Appl for Grad Lic Adm to PTEP). Major/Minor Restriction: Include Special Education Major(s)/Minor(s). Level Restriction: Include GR.

EDSE 644 - Practicum in Education of Students with Visual Impairments K-12 (6 - 12)

Supervised teaching experience with students with visual disabilities, K-12, planning and implementing lessons, preparing materials, participating in staffing's, IEP/ IFSP development and parent conferences.

Prerequisite: (EDFE 125 with a minimum grade of S or Completion of Appl for Grad Lic Adm to PTEP) and (EDSE 541 and EDSE 543 and EDSE 546 and EDSE 548 and EDSE 549 and EDSE 640 and EDSE 645 with a minimum grade of C). Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 12 credit hours.

EDSE 645 - Advanced Braille Codes and Formats (3)

Instruction in Nemeth Code (braille math code). Introduction to advanced braille codes, formats and techniques for teaching skills in each code including music, foreign language, chemistry, and computer braille.

Prerequisite: EDSE 543 with a minimum grade of C. Level Restriction: Include GR.

EDSE 647 - Applied Methods in Orientation and Mobility (3)

Weekly seminar explores methods and strategies for teaching independent travel techniques to students with visual and other disabilities. Student provides individualized instruction to visually impaired person with faculty supervision.

Prerequisite: EDSE 546 with a minimum grade of C. Level Restriction: Include GR.

EDSE 648 - Practicum in Orientation and Mobility (3-9)

Supervised teaching experience with both blind and low vision individuals in orientation and mobility. Observation of varied programs; e.g., resource room itinerant plan, residential school and rehabilitation settings.

Prerequisite: (EDFE 125 with a minimum grade of S or Completion of Appl for Grad Lic Adm to PTEP).

Major/Minor Restriction: Include Orientation/Mobility Endors Major(s). Level Restriction: Include GR.

Repeatable Status: Course is repeatable with a maximum of 9 credit hours.

EDSE 651 - Collaboration: Deaf/Hard of Hearing (3)

Integration of theoretical and practical considerations involved in collaborating with families, service providers, and agencies.

Prerequisite: (EDSE 550 with a minimum grade of C or EDFE 125 with a minimum grade of S or Completion of Appl for Grad Lic Adm to PTEP). Level Restriction: Include GR.

EDSE 652 - Auditory Skill Development: Deaf/Hard of Hearing (3)

Develop the knowledge and skills to assess and to teach auditory skill development to individuals who are deaf or hard of hearing. Field experience required.

Prerequisite: ASLS 370 with a minimum grade of D-. Level Restriction: Include GR.

EDSE 653 - Speech: Deaf/Hard of Hearing (3)

Develop knowledge and skills to assess and to teach spoken language to individuals who are deaf or hard of hearing. Field experience required.

Prerequisite: (EDFE 120 or EDFE 125 with a minimum grade of S). Level Restriction: Include GR.

EDSE 654 - Language: Deaf/Hard of Hearing (3)

Develop knowledge and skills to assess and facilitate the development of language skills of individuals who are deaf or hard of hearing. Field experience required.

Prerequisite: (EDFE 120 or EDFE 125 with a minimum grade of S). Level Restriction: Include GR.

EDSE 655 - Literacy: Deaf/Hard of Hearing (3)

Develop knowledge and skills to assess and facilitate the development of literacy in individuals who are deaf or hard of hearing. Field experience required.

Prerequisite: (EDFE 120 or EDFE 125 with a minimum grade of S). Level Restriction: Include GR.

EDSE 656 - Curriculum and Instruction: Deaf/Hard of Hearing (3)

Develop the knowledge and skills to assess and to teach academic content to individuals who are deaf or hard of hearing. Field experience required.

Prerequisite: (EDFE 120 with a minimum grade of S or EDFE 125 with a minimum grade of S or Completion of Appl for Full Adm to PTEP). Level Restriction: Include GR.

EDSE 657 - Practicum: Deaf/Hard of Hearing (3-6)

Individual observation and supervised practice in the education of individuals who are deaf or hard of hearing.

Prerequisite: (EDFE 130 with a minimum grade of S) and (EDFE 120 or EDFE 125 with a minimum grade of S).

Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 6 credit hours.

EDSE 664 - Diversity in Gifted Education (3)

This course provides students with an understanding of diversity within underserved gifted populations. Topics include learner characteristics and needs, diversity theories and implicit bias, identification, curriculum, programming, and collaboration.

Major/Minor Restriction: Include Special Education, Gifted Education Grad Cert, Dir Gifted Ed Endorsement, Gifted Ed Core Endorsement Major(s)/Minor(s). Level Restriction: Include GR.

EDSE 665 - Advocacy in Gifted Education (3)

This course provides students with the knowledge and skills needed to advocate for gifted learners. Students will demonstrate advocacy related to contemporary issues and trends in gifted education.

Prerequisite: (EDSE 664 and EDSE 683 and EDSE 684 and EDSE 685 and EDSE 686 and EDSE 687 with a minimum grade of C). Major/Minor Restriction: Include Special Education, Gifted Education Grad Cert, Dir Gifted Ed Endorsement, Gifted Ed Core Endorsement Major(s)/Minor(s). Level Restriction: Include GR.

EDSE 667 - Administration and Supervision of Gifted Education (3)

This course reviews problems and strategic opportunities in the administration and supervision of gifted education programs and services. Emphasis is on trends and issues associated with advocacy, diversity, and collaboration.

Major/Minor Restriction: Include Special Education, Gifted Education Grad Cert, Dir Gifted Ed Endorsement, Gifted Ed Core Endorsement Major(s)/Minor(s). Level Restriction: Include GR.

EDSE 668 - Administrative Planning and Program Evaluation in Gifted (3)

This course reviews problems and strategic opportunities in the administration and supervision of gifted education programs and services. Emphasis is on trends and issues associated with advocacy, diversity, and collaboration.

Major/Minor Restriction: Include Special Education, Gifted Education Grad Cert, Dir Gifted Ed Endorsement, Gifted EdCore Endorsement Major(s)/Minor(s). Level Restriction: Include GR.

EDSE 669 - Externship in Gifted Education Administration (1-12)

The externship is a supervised program of orientation, observation, and participation designed to provide linkages between theory and practice in leadership and management of gifted education.

Major/Minor Restriction: Include Special Education, Gifted Education Grad Cert, Dir Gifted Ed Endorsement, Gifted Ed Core Endorsement Major(s)/Minor(s). Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 12 credit hours.

EDSE 670 - Legal and Policy Foundations of Special Education (3)

This course is designed for school personnel who are impacted by special education law. The course focuses on federal and state special education statutes, regulations, and case law.

Level Restriction: Include GR.

EDSE 672 - Leadership in the School Community (3)

Foundational grounding for prospective teacher leaders to function as highly facilitative special educators who demonstrate leadership necessary to effectively interact with diverse populations including students, teachers, administrators, and parents.

Level Restriction: Include GR.

EDSE 673 - Research and Reflective Practice (3)

The role of inquiry in identifying promising practices is examined. Action research is highlighted, culminating in a work sample in which scientifically based interventions are designed, assessed, and described.

Level Restriction: Include GR.

EDSE 675 - Issues in Special Education Assessment (3)

Provides a comprehensive perspective of assessment development, implementation, interpretation, and implications of results to inform educational practices including the practice of monitoring progress and collaborating with individuals, families and professionals.

Level Restriction: Include GR.

EDSE 676 - Assessment and Interventions for Students with Challenging Behaviors (3)

Designed to provide learners with the knowledge and skills to supervise, coach, assess, and model a continuum of behavior support for teachers, paraprofessionals and other educators in the school, home, and community.

Level Restriction: Include GR.

EDSE 677 - Transition to Adulthood for Youth with Exceptionalities (3)

This course includes in-depth investigation into the provision of transition services and secondary services. Topics include transition focused standards-based IEP development, self-determination, inter-agency coordination, career educational strategies, and content enhancement routines.

Level Restriction: Include GR.

EDSE 678 - Strategies for Students with Autism/Significant Needs (3)

This course provides a historical perspective and an overview of assessment, planning and instructional strategies for working with students on the autism spectrum as well as students with significant support needs in K-12 settings.

Level Restriction: Include GR.

EDSE 679 - Interventions for Students with Cultural and Linguistic Differences (3)

This course critically analyzes issues of equity through a culturally responsive lens as it applies to assessment, interventions, and education of all students including those with diverse backgrounds.

Level Restriction: Include GR.

EDSE 680 - Administration and Supervision of Special Education (3)

Designed to review problems and strategic opportunities in the administration and supervision of special education programs and services. Emphases include leadership and management, organizational planning and change, and strategic thinking.

Level Restriction: Include GR.

EDSE 681 - Administrative Planning and Program Evaluation in Special Education (3)

Prepares individuals to conduct program/service evaluations, organize data for decision-making purposes, understand resource utilization, develop collaborative partnerships, and integrate systems of accountability into other administrative functions.

Level Restriction: Include GR.

EDSE 682 - Foundations in Gifted Education (3)

The purpose of this course is to address the foundational underpinnings of gifted and talented education, including the history of the field; pertinent theories and research in the area of intelligence, creativity, and human development; knowledge of public policy; current brain research; and how these concepts can be applied in educational settings.

Level Restriction: Include GR.

EDSE 683 - Nature and Needs of Gifted Learners (3)

Students will become informed advocates through examining theories, definitions, characteristics, and needs of diverse gifted learners, as well as public policy and best practices related to identification, curriculum, and programming.

Major/Minor Restriction: Include Special Education, Gifted Education Grad Cert, Dir Gifted Ed Endorsement, Gifted Ed Core Endorsement Major(s)/Minor(s). Level Restriction: Include GR.

EDSE 684 - Assessment and Identification in Gifted Education (3)

This course provides students with an in depth understanding of assessment methods. Students will utilize multiple measures to minimize bias and to inform identification and programming for gifted learners.

Prerequisite: (EDSE 664 and EDSE 683 with a minimum grade of C). Major/Minor Restriction: Include Special Education, Gifted Education Grad Cert, Dir Gifted Ed Endorsement, Gifted Ed Core Endorsement Major(s)/Minor(s). Level Restriction: Include GR.

EDSE 685 - Differentiated Curriculum and Instruction for Gifted Learners (3)

This course provides students with competencies needed to design and implement differentiated curriculum and pedagogy for gifted learners. Emphasis is placed on modifying curriculum in response to diverse learner needs.

Prerequisite: EDSE 683 with a minimum grade of C. Major/Minor Restriction: Include Special Education, Gifted Education Grad Cert, Dir Gifted Ed Endorsement, Gifted Ed Core Endorsement Major(s)/Minor(s). Level Restriction: Include GR.

EDSE 686 - Social and Emotional Needs of Gifted Learners (3)

This course provides students with an understanding of the whole gifted child. Emphasis is placed on the unique affective, social, emotional, and cognitive needs of various types of gifted learners.

Major/Minor Restriction: Include Special Education, Gifted Education Grad Cert, Dir Gifted Ed Endorsement, Gifted Ed Core Endorsement Major(s)/Minor(s). Level Restriction: Include GR.

EDSE 687 - Program Strategies and Services for Gifted Learners (3)

This course examines issues and trends related to gifted education programming. Students will evaluate system-wide programming and make informed recommendations for sustainability and improvement based on state and national policies.

Prerequisite: (EDSE 683 and EDSE 684 and EDSE 685 and EDSE 686 with a minimum grade of C). Major/Minor Restriction: Include Special Education, Gifted Education Grad Cert, Dir Gifted Ed Endorsement, Gifted Ed Core Endorsement Major(s)/Minor(s). Level Restriction: Include GR.

EDSE 688 - Communication, Collaboration, and Leadership in Gifted Education (3)

Students will explore effective and ethical communication, collaboration, and leadership models and strategies to support the education of gifted learners. Emphasis is placed on consultation and collaboration with multiple stakeholders.

Prerequisite: (EDSE 664 and EDSE 683 and EDSE 684 and EDSE 685 and EDSE 686 and EDSE 687 with a minimum grade of C). Major/Minor Restriction: Include Special Education, Gifted Education Grad Cert, Dir Gifted Ed Endorsement, Gifted Ed Core Endorsement Major(s)/Minor(s). Level Restriction: Include GR.

EDSE 689 - Creativity in Gifted Education (3)

The focus of this course is the examination of theories of creativity, research in creativity and the teaching of creative thinking skills in the context of gifted education programming.

Level Restriction: Include GR.

EDSE 690 - Action Research and Reflective Practice in Gifted Education (3)

Students will conduct action research on a personally meaningful topic in gifted education. Emphasis will be placed on professional self-reflection and dissemination of findings to relevant stakeholders.

Prerequisite: (EDSE 664 and EDSE 683 and EDSE 684 and EDSE 685 and EDSE 686 and EDSE 687 and SRM 600 with a minimum grade of C). Major/Minor Restriction: Include Special Education, Gifted Education Grad Cert, Dir Gifted Ed Endorsement, Gifted Ed Core Endorsement Major(s)/Minor(s). Level Restriction: Include GR.

EDSE 691 - Practicum in Teaching Gifted Learners (1-12)

Emphasize actual teaching and facilitation of learners who are gifted, talented, creative in actual supervised teaching experiences.

Prerequisite: (EDSE 683 and EDSE 685 and EDSE 687 with a minimum grade of C). Major/Minor Restriction: Include Special Education, Gifted Education Grad Cert, Dir Gifted Ed Endorsement, Gifted Ed Core Endorsement Major(s)/Minor(s). Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 12 credit hours. Course Fee: Supervision Fee Required.

EDSE 693 - Practicum in Special Education (3-6)

This course includes an overview of transition services, academic strategies, community-based instruction, and contextual learning in a standards-based framework. Student self-determination and interagency coordination is included.

Prerequisite: (EDSE 510 and EDSE 511 and EDSE 512 and EDSE 613 and EDSE 614 and Concurrent Prerequisite EDSE 616 and EDSE 617 and EDSE 618 and EDSE 619 with a minimum grade of C) and (GPA-GR-3.0). Offered: Generally offered Fall and/or Spring Annually. Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations. Course Fee: Supervision Fee Required.

EDSE 696 - Practicum in Instructional Coaching (1-9)

Supervised program of orientation, observation, and participation in an assigned placement to develop instructional coaching roles and responsibilities. 45 contact hours of supervised professional coaching and related experiences in a local school district or agency setting for each semester hour completed.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 9 credit hours.

EDSE 697 - Externship in Special Education: Administration (1-12)

Supervised program of orientation, observation, and participation designed to provide linkages between theory and practice in leadership and management of special education.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 12 credit hours.

EDSE 701 - Introduction to Doctoral Study in Exceptionalities (1)

Develop knowledge, skills, concepts, and attitudes necessary for special and gifted educators to effectively interact with diverse populations. Emphasis on development of individual goals/specific activities within program. S/U graded.

Level Restriction: Include GR.

EDSE 702 - Law of Exceptionalities (3)

Doctoral level course that includes the analysis and interpretation of federal, state, and case law relevant to teaching students with exceptionalities in a variety of educational settings.

Level Restriction: Include GR.

EDSE 718 - Advanced Seminar in Education of Students with Hearing and/or Visual Handicaps (3)

Investigation of the issues and trends in education of infants, children and youth with hearing and/or visual disabilities: focus on research, curriculum, instructional strategies and other administrative concerns.

Level Restriction: Include GR.

EDSE 721 - Theories of Exceptionality (3)

In-depth study of special education's enrichment by conceptions of the nature of exceptionality, learning and instruction that have and are emerging from biological and sociocultural constructivism, phenomenology and holism.

Level Restriction: Include GR.

EDSE 727 - Seminar in Exceptionalities (3)

Investigates current issues and trends in special and gifted education, with specific focus on policy, research, curriculum, and instructional strategies.

Level Restriction: Include GR.

EDSE 728 - Seminar in Professional Writing (3)

Explores purposes, protocols, and processes for professional writing; critical review of student writing by students and faculty. Focus on research reports, practitioner articles, research reviews, and policy analysis.

Level Restriction: Include GR.

EDSE 730 - Externship in Exceptionalities (1-9)

This course should be taken prior to submission of dissertation proposal. The externship requires 180 hours of supervised activities outside of UNC to expand the learner's knowledge base in a setting related to services for students with exceptionalities.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 9 credit hours. Course Fee: Supervision Fee Required.

EDSE 732 - Research in Exceptionalities (3)

Examines research design and methods used in special and gifted education. Emphasis on developing skills necessary to understand the relationship between research strategies and problems in special and gifted education.

Level Restriction: Include GR.

EDSE 733 - Preparing Teachers of Students with Exceptionalities (3)

Gain knowledge and skills to prepare teachers of students with exceptionalities. Content includes course syllabi development, application of research-based practices to course development, and mentoring and evaluating personnel.

Level Restriction: Include GR.

EDSE 744 - Grant Writing Seminar (3)

Develops grant writing skills essential for doctoral level personnel in special and gifted education, including identifying federal and state funding sources, panel reviews, and development of proposals, budgets, and evaluation.

Level Restriction: Include GR.

EDSE 745 - Advanced Doctoral Seminar (3)

Designed for third-year students, this course explores contemporary issues in exceptionality education and identifies strategies to address, ameliorate, and/or accommodate these issues within the greater context of education and society.

Prerequisite: (EDSE 702 and EDSE 732 with a minimum grade of C). Level Restriction: Include GR.

EDSE 797 - Doctoral Proposal Research (1-4)

Explores dissertation research problems, theoretical frameworks, methodology, and data analysis procedures expected to develop an approved dissertation proposal. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 4 credit hours.

EDSE 799 - Doctoral Dissertation (1-12)

A student must earn 12 hours of credit for the dissertation as a partial fulfillment of requirements for any doctoral. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

EDSE 999 - Graduate School Continuous Registration (1)

To permit a graduate student to continue making progress in a degree program. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

EED - English Education

College of Humanities and Social Sciences

Department of English (p. 215)

EED 502 - Methods for Teaching Literature in Secondary Schools (3)

Selection of literature, use of media, curriculum and classroom organization, standards-based education, assessment and evaluation in a secondary school program. In addition, students will address the introduction of critical theories of literature in the secondary classroom.

Level Restriction: Include GR.

EED 508 - Workshop (1-3)

A variety of workshops on special topics within the discipline. Goals and objectives will emphasize the acquisition of general knowledge and skills in the discipline.

Class Restriction: Exclude Freshman and Sophomore.
Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles with no limits on the number of times it can be repeated.

EED 541 - Methods for Teaching Composition in Secondary School (3)

Content covers the writing process, composition theory, language and writing development in grades 7-12, with an emphasis on the teaching of writing.

Level Restriction: Include GR.

EED 600 - Introduction to Graduate Studies: Issues, Trends, and Topics in English Education (3)

This course examines current and emerging issues and trends that affect secondary education with an emphasis on pedagogy, assessment, and inclusion of diverse learners in American schools.

Level Restriction: Include GR.

EED 610 - Interventions in Literacy (3)

This course will help individuals effectively select and implement research-based literacy interventions as they relate to students' strengths and needs at individual student, classroom, and school-wide levels.

Mutually Exclusive Course: Credit allowed only for one of these courses: EED 610 or ENG 610. Level Restriction: Include GR.

EED 623 - Teaching as Inquiry: Teacher Action Research in the ELA Classroom (3)

This course provides an overview of educational research with an emphasis on literacy in secondary settings and guides teachers to develop systematic inquiries into effective teaching and learning. Participants will learn about methods for conducting teacher action research through analysis and application of research based in secondary settings.

Prerequisite: EED 600 with a minimum grade of C. Level Restriction: Include GR.

EII - Education Innovation Institute**EII 604 - Introduction to Applied Causal Evaluation of Policy and Innovation (1)**

Introduction to the certificate program topics including the meaning of causal evaluation, how it can inform decision-making and continuous improvement processes, and a review of relevant math and statistical tools. S/U graded.

Program Restrictions: Include App Caus Eval Pol Inn-Cert and App Caus Eval Pol Inn-Cert. Level Restriction: Include GR.

EII 606 - Methods in Causal Evaluation (2)

Survey of research methods facilitating causal inference. Includes basic introduction to randomized control trials and quasi-experimental methods that can be used when a randomized control trial is not feasible. S/U graded.

Prerequisite: EII 604 with a minimum grade of C. Program Restrictions: Include App Caus Eval Pol Inn-Cert and App Caus Eval Pol Inn-Cert. Level Restriction: Include GR.

EII 607 - Ethical Data Management and Analysis I (2)

Use theory to drive analytic decisions and demonstrate how to estimate, interpret, and communicate impact of Randomized Control Trial. Emphasis is on using Ordinary Least Squares regression. S/U graded.

Prerequisite: EII 606 with a minimum grade of C. Program Restrictions: Include App Caus Eval Pol Inn-Cert and App Caus Eval Pol Inn-Cert. Level Restriction: Include GR.

EII 608 - Ethical Data Management and Analysis II (2)

Learn to program and interpret results of applied problems using the quasi-experimental techniques learned in EII 606, including propensity score matching, difference-in-differences, and regression discontinuity S/U Graded.

Prerequisite: EII 607 with a minimum grade of C. Program Restrictions: Exclude App Caus Eval Pol Inn-Cert and App Caus Eval Pol Inn-Cert. Level Restriction: Include GR.

EII 609 - Defining Interventions and Using Logic Models (1)

Students will develop a logic model -a graphical representation that illustrates how the resources and strategies of an intervention are expected to translate into the desired outcomes. S/U graded.

Prerequisite: EII 604 with a minimum grade of C. Program Restrictions: Include App Caus Eval Pol Inn-Cert and App Caus Eval Pol Inn-Cert. Level Restriction: Include GR.

EII 610 - Randomized Control Trials in Schools (2)

Determine strategies for conducting Randomized Control Trials within schools considering timing, context, generalizability, strengths, and barriers. If a local RTC is not plausible, make use of existing research and evaluations to inform decision-making. S/U graded.

Prerequisite: (EII 607 and EII 609 with a minimum grade of C). Program Restrictions: Exclude App Caus Eval Pol Inn-Cert and App Caus Eval Pol Inn-Cert. Level Restriction: Include GR.

EII 611 - Process Evaluation (1)

Students will apply a practical process to a theory-based framework to plan, implement, and use evaluation to critically examine the implementation of local educational initiatives. S/U graded.

Prerequisite: (EII 606 and EII 609 with a minimum grade of C). Program Restrictions: Include App Caus Eval Pol Inn-Cert and App Caus Eval Pol Inn-Cert. Level Restriction: Include GR.

EII 612 - Data Visualization for Educators (1)

Introduction to design principles and software for developing static and interactive data visualizations. Emphasis is on matching communication and data visualization strategies to target audiences. S/U graded.

Prerequisite: EII 604 with a minimum grade of C. Program Restrictions: Include App Caus Eval Pol Inn-Cert and App Caus Eval Pol Inn-Cert. Level Restriction: Include GR.

EII 613 - Research-Practitioner Partnerships (1)

Framework for developing partnerships among education agencies and research institutions to inform and evaluate policy and innovative practices. Emphasis is on building long-term, sustainable partnerships. S/U graded.

Prerequisite: EII 604 with a minimum grade of C. Program Restrictions: Include App Caus Eval Pol Inn-Cert and App Caus Eval Pol Inn-Cert. Level Restriction: Include GR.

EII 614 - Introduction to Cost Studies (1)

Introduction to identifying and understanding the costs of educational interventions. Overview of how to select the appropriate type of cost study: cost-analysis, cost-effectiveness, or cost-benefit. S/U graded.

Prerequisite: EII 604 with a minimum grade of C. Program Restrictions: Include App Caus Eval Pol Inn-Cert and App Caus Eval Pol Inn-Cert. Level Restriction: Include GR.

EII 615 - Application of Cost Analyses to Decision-Making (2)

A case study approach to identifying costs, calculating cost ratios, and translating the findings into recommendations for decision-making. S/U graded.

Prerequisite: EII 614 with a minimum grade of C. Program Restrictions: Include App Caus Eval Pol Inn-Cert and App Caus Eval Pol Inn-Cert. Level Restriction: Include GR.

EII 705 - Quasi-Experimental Methods in Education Research (3)

Survey of research methods facilitating causal inference when a randomized control trial is not feasible. Includes regression discontinuity, difference-in-differences, instrumental variables, and propensity score matching. Familiarity with OLS regression required.

Level Restriction: Include GR.

EII 792 - Internship in Applied Quantitative Education Research (1-3)

Student will obtain placement on an applied quantitative education research project that builds on themes from EII 705 such as working with longitudinal data, statistical programming, or policy analysis. S/U graded.

Prerequisite: EII 705 with a minimum grade of C. Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

EII 794 - Practicum in Quasi-Experimental Methods Applied to Education Research (1-3)

An in-depth application to an education policy area of one of four quasi-experimental methods (regression discontinuity, difference-in-differences, instrumental variables, or propensity score matching) or a comparison of multiple methods. S/U graded.

Prerequisite: EII 705 with a minimum grade of C. Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

ELIT - Literacy Education

College of Education and Behavioral Sciences

School of Teacher Education (p. 209)

ELIT 610 - Literacy Teaching (3)

Study of foundations in literacy learning and teaching as reflected by current and historical trends in research, including theories and practices of teaching, learning and development, assessment, diversity, and literate classroom environments. Examines literacy with traditional print and digital media.

Level Restriction: Include GR.

ELIT 615 - Family & Community Literacy (3)

Students examine the significance of family and community in literacy success, including the role of P-20 educators in interactions among families, communities and schools; relationships among oral language and literacy processes in home, community and school; existing family and community literacy organizations with their practical applications for educators.

Level Restriction: Include GR.

ELIT 621 - New Literacies (3)

This course provides foundations in digital and multimodal literacy practices. Students will gain an understanding of theories, currently practiced integration models, digital citizenship and evaluate digital tools and applications.

Level Restriction: Include GR.

ELIT 623 - Classroom Literacy Research Design (3)

Provides an introduction to educational research and design in classroom literacy. Instruction focuses on qualitative research methods in teacher action research, and on reading and understanding existing quantitative and qualitative research reports.

Level Restriction: Include GR.

ELIT 630 - Children's Literature (3)

Considers collection and evaluation of children's literature texts, and methods of organizing, teaching and evaluating a literature program. Examines issues such as censorship, multicultural literature, style analysis. Examines traditional print and digital formats and sources for texts.

Level Restriction: Include GR.

ELIT 631 - Content Literacy (3)

Examines specific disciplinary literacy practices and authentic and instructional texts relevant to academic disciplines within an elementary setting. Examines both traditional print and digital formats for disciplinary texts within academic contexts.

Level Restriction: Include GR.

ELIT 632 - Teaching Writing (3)

Assist classroom teachers with children's writing processes. Emphasis on: writing process; encouragement of process development; children's growth in writing process; and recording, assessing, and reporting student progress. Examine applications of both traditional print and digital tools in writing processes.

Level Restriction: Include GR.

ELIT 670 - Directing a School-Wide Literacy Program (3)

Seminar course intended to prepare reading teachers, specialists, coordinators, and administrators for directing textbook adoption, curriculum development and issues, staff development, evaluation, and supervision of reading/writing programs.

Level Restriction: Include GR.

ELIT 671 - Practical Literacy Assessment (3)

Select and apply literacy assessments and interpret results for instruction. Apply understanding of the educationally disabled reader or writer. Explore appropriate diagnostic and instructional strategies. Required tutoring experiences.

Prerequisite: ELIT 610 with a minimum grade of C. Level Restriction: Include GR.

ELIT 672 - Literacy Leadership (3)

Application of literacy leadership in collegial communication, reflective goal-setting for professional development, and literacy leadership. Examination of current and historical literacy policies and their impact on best practices in literacy teaching. Application of leadership principles in evaluating and directing curriculum decisions and program adoption.

Prerequisite: ELIT 610 with a minimum grade of C. Level Restriction: Include GR.

ELIT 692 - Supervised Practicum in Literacy Coaching (4)

Supervised clinical instruction of elementary, middle, secondary school disabled readers. Continued professional development, especially in the areas of collegial communications, reflective coaching, and leadership capacity. May be completed at each level.

Level Restriction: Include GR.

ELIT 693 - Capstone Literacy Seminar Implementing Research (3)

Implementation of literacy research, including synthesis and assimilation of information gleaned from all courses in the Master of Arts in Reading Program, in the form of original action research. Student-selected topics from major trends in literacy education. Register in final semester of coursework for MA in Literacy program. S/U graded.

Prerequisite: ELIT 623 with a minimum grade of C. Level Restriction: Include GR. Repeatable Status: Course may be repeated 1 time.

ELPS - Educational Leadership and Policy Studies

College of Education and Behavioral Sciences

Department of Leadership, Policy and Development: Higher Education and P-12 Education (p. 198)

ELPS 513 - Professional Renewal (1-3)

Update skills and knowledge of professionals in the discipline. Goals and objectives will be specifically directed at individual professional enhancement rather than the acquisition of general discipline knowledge or methodologies. S/U or letter graded.

Class Restriction: Exclude Freshman and Sophomore.
Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles with no limits on the number of times it can be repeated.

ELPS 601 - Leadership Development Through Inquiry (3)

Experiences help students understand the nature of leadership and the importance inquiry plays in creating, using, and acquiring knowledge.

Level Restriction: Include GR.

ELPS 603 - Shaping Organizations: Management and Leadership in Education (3)

Introduces students to qualities of effective leadership and management; organizational skill development; organizational behavior; and change in organizations.

Level Restriction: Include GR.

ELPS 604 - Understanding People: Professional Development and Educational Leadership (3)

The fundamentals of working with people in educational organizations is reviewed. Emphasis is on adult learning, communications and working in teams, and personnel issues.

Level Restriction: Include GR.

ELPS 605 - External Environments: Social, Political, and Economic Influences in Educational Leadership (3)

External influences on policies, curriculum and operations, including demographics, diversity, governance, partnerships, integrated service delivery for children and families, sources of revenue, budgeting and accountability.

Level Restriction: Include GR.

ELPS 606 - Internship in Educational Leadership (1-9)

Involves part-or full-time leadership assignments in educational organizations. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

ELPS 608 - Issues in Educational Leadership: Implications for Practice (3)

Multiple perspectives will be used to review and analyze critical past issues and current educational dilemmas. Focus on solution strategies and their impact on practice.

Level Restriction: Include GR.

ELPS 622 - Directed Studies (1-3)

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.)

Special Notes: Maximum concurrent enrollment is two times. Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: Course is repeatable with no limitations.

ELPS 650 - School Finance and Budgeting (3)

Examines economics and politics of education, revenues for school systems, principles of taxation, conflicts between equality and efficient goals and local state and federal policies for education.

Level Restriction: Include GR.

ELPS 654 - Instructional Leadership and Supervision (3)

Examine the school leader's role supervising the teaching and learning process. Focus on curriculum development, instructional improvement, and developing capacity of others to become curricular and instructional leaders.

Level Restriction: Include GR.

ELPS 660 - Law and the Administrator (3)

Relate statutory provisions, court decisions, common law principles and constitutional requirements to legal problems affecting organization and administration of public and private school systems.

Level Restriction: Include GR.

ELPS 665 - Policy Analysis and Development (3)

Study standard techniques for analyzing, evaluating and developing policies for educational systems and organizations, with special attention to contemporary policy issues.

Level Restriction: Include GR.

ELPS 666 - Planning and Change in Education (3)

Understand planning and change theories; strategic planning development; particular emphasis on restructuring educational environments.

Level Restriction: Include GR.

ELPS 667 - Leadership at the District Level (3)

Study the leadership responsibilities of school district administrators, with special emphasis on the knowledge, skills, and values needed by effective superintendents.

Level Restriction: Include GR.

ELPS 670 - The Principalship: Leadership at the School Site Level (3)

Examine leadership and management issues of building principals, instructional leadership and problems facing principals at the site level.

Level Restriction: Include GR.

ELPS 695 - Practicum in Educational Leadership (1-3)

Enables students to engage in a particular task/activity in educational leadership in one or more field site. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

ELPS 751 - Doctoral Core I (6)

Team-taught seminar focusing on teambuilding and group processing, inquiry and reflective practice, and moral and ethical dimensions of leadership. Extensive attention given to developing scholarly writing skills.

Level Restriction: Include GR.

ELPS 752 - Doctoral Core II (6)

Continued doctoral study in educational leadership and policy. Team-taught seminar exploring the nature of organizations, leadership and policy through readings, group discussions, and a collaborative research project.

Prerequisite: ELPS 751 with a minimum grade of C. Level Restriction: Include GR.

ELPS 754 - Research in Educational Leadership (3)

Classic and contemporary published quantitative and qualitative studies on organizations, leadership and policy studies are used to analyze research strategies and tactics.

Prerequisite: (ELPS 751 and ELPS 752 and SRM 602 with a minimum grade of C). Level Restriction: Include GR.

ELPS 797 - Doctoral Proposal Research (1-4)

To enable advanced doctoral students to learn the essential elements of effective research proposals and to develop analytic skills needed to critique other research. S/U graded.

Prerequisite: (ELPS 751 and ELPS 752 with a minimum grade of C). Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 4 credit hours.

ELPS 799 - Doctoral Dissertation in Educational Leadership and Policy Studies (1-12)

Complete research of a major problem in educational leadership and policy. Must earn total of 12 hours of credit. S/U graded.

Prerequisite: ELPS 797 with a minimum grade of S. Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

ELPS 999 - Graduate School Continuous Registration (1)

To permit a graduate student to continue making progress in a degree program. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

ENG - English

College of Humanities and Social Sciences

Department of English (p. 215)

ENG 500 - Introduction to Graduate Study (3)

An orientation to graduate study in general and the nature and methods of research in particular. Should be taken during the first semester of graduate work.

Class Restriction: Exclude Freshman and Sophomore.

ENG 508 - Workshop (1-3)

A variety of workshops on special topics within the discipline. Goals and objectives will emphasize the acquisition of general knowledge and skills in the discipline.

Class Restriction: Exclude Freshman and Sophomore. Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles with no limits on the number of times it can be repeated.

ENG 510 - Advanced Placement Program-English (1-3)

A course designed to provide content and pedagogical information related to the teaching of writing and literature in the secondary school English advanced placement program. S/U graded.

Class Restriction: Exclude Freshman and Sophomore. Repeatable Status: Course is repeatable with no limitations.

ENG 522 - Directed Studies (1-3)

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.)

Special Notes: Maximum concurrent enrollment is two times. Prerequisite: ENG 500 with a minimum grade of C. Class Restriction: Exclude Freshman and Sophomore. Course Attribute: Variable Title Course. Repeatable Status: Course is repeatable with a maximum of 6 credit hours.

ENG 523 - Advanced Studies in the Teaching of Writing (3)

Advanced study of teaching and learning, integrating theory and practice for teachers of writing.

Class Restriction: Exclude Freshman and Sophomore.

ENG 525 - Studies in the Moving Image (3)

Introduction to film analysis and film theory. Students will have the opportunity to learn core skills in film analysis and interpretation and engage with ongoing conversations in film theory.

Class Restriction: Exclude Freshman and Sophomore.

ENG 530 - Advanced Studies in World Literature (3)

An investigation of a theme, form or problem that cuts across periods and nationalities.

Class Restriction: Exclude Freshman and Sophomore. Course Attribute: Variable Title Course. Repeatable Status: Course is repeatable with no limitations.

ENG 536 - Teaching Immigrant Literature (3)

Course will expand on undergraduate literary and critical training to examine four theoretically informed approaches to teaching US Immigrant literature.

Class Restriction: Exclude Freshman and Sophomore.

ENG 538 - Literary Criticism and Theory (3)

Historical survey of different theoretical approaches to literary and cultural criticism and pedagogy, including classical, renaissance, and eighteenth-century movements. Emphasis on twentieth-century schools.

Prerequisite: ENG 500 with a minimum grade of C. Class Restriction: Exclude Freshman and Sophomore.

ENG 540 - Introduction to Composition and Rhetoric (3)

This course offers an introduction to the discipline of rhetoric and composition, emphasizing disciplinary identity and evolution, as well as theoretical perspectives on discourse, rhetoric, and writing pedagogy.

Class Restriction: Exclude Freshman and Sophomore and Junior.

ENG 541 - Colloquium in Literature (3)

Graduate-level focus on a critical and/or literary problem, discourse, theme, genre or individual author.

Class Restriction: Exclude Freshman and Sophomore. Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles and course is repeatable with a maximum of 6 credit hours.

ENG 547 - Visual Rhetoric and Multimodal Literacies (3)

This course familiarizes students with a range of 21st century digital composing tools and methods of assessing multimodal projects.

Class Restriction: Exclude Freshman and Sophomore.

ENG 561 - Genre Study: Poetry (3)

This course prepares students with tools and methods to read and teach works of poetry.

Class Restriction: Exclude Freshman and Sophomore.

ENG 562 - Genre Study: Fiction (3)

This course prepares students with tools and methods to read and teach works of fiction.

Class Restriction: Exclude Freshman and Sophomore.

ENG 563 - Genre Study: Drama (3)

This course prepares students with tools and methods to read and teach dramatic literature.

Class Restriction: Exclude Freshman and Sophomore.

ENG 570 - Advanced Studies in American Literature (3)

This course offers in-depth study of literature from a particular literary period and its movements. Works chosen suit the variable title of the course and represent writers from or based in the United States of America.

Class Restriction: Exclude Freshman and Sophomore and Junior. Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles and course is repeatable with a maximum of 6 credit hours.

ENG 580 - Advanced Studies in British Literature (3)

This course offers in-depth study of literature from a particular literary period and its movements. Works chosen suit the variable title of the course and represent writers from the British Isles and/or from former colonies.

Class Restriction: Exclude Freshman and Sophomore and Junior. Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles and course is repeatable with a maximum of 6 credit hours.

ENG 593 - The Rocky Mountain Writing Project (6)

Teachers teaching teachers about writing to extend their knowledge in theory and practice and to prepare them as writing consultants. Open to K-12 teachers in all disciplines. S/U graded.

Class Restriction: Exclude Freshman and Sophomore.
Repeatable Status: Course is repeatable with a maximum of 12 credit hours.

ENG 594 - Practicum in the Teaching of College Composition (3)

Train new teaching assistants in School of English to teach college level composition to UNC students.

Class Restriction: Exclude Freshman and Sophomore.

ENG 601 - Advanced Research Methods (3)

Advanced study and application of research methods and approaches for literary study including, but not limited to, Archival Research, Distant Reading, New Historicism, Reception Studies, Feminist/Queer Recuperation and Recovery, and Textual Analysis.

Prerequisite: ENG 500 with a minimum grade of C. Level Restriction: Include GR.

ENG 610 - Interventions in Literacy (3)

This course will help individuals effectively select and implement research-based literacy interventions as they relate to students' strengths and needs at individual student, classroom, and school-wide levels.

Offered: Generally offered Fall, Spring, and/or Summer - Check with department/school for next offering. Mutually Exclusive Course: Credit allowed only for one of these courses: ENG 610 or EED 610. Level Restriction: Include GR.

ENG 622 - Directed Studies (1-3)

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.)

Special Notes: Maximum concurrent enrollment is two times. Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: Course is repeatable with no limitations.

ENG 623 - Old English (3)

Students will study the language and literature of Anglo-Saxon England, translating important historical and literary documents in prose and poetry, including works by Alfred, Aelfric, and others.

Level Restriction: Include GR.

ENG 624 - Middle English (3)

An introduction to Middle English literature. Authors considered may include Chaucer, Langland, Kempe, and the Pearl poet. Readings may include drama, narrative poetry, lyric poetry, narrative prose and devotional literature.

Level Restriction: Include GR.

ENG 625 - Studies in the Renaissance (3)

A survey of selected Renaissance texts, including works by Spenser, Shakespeare, Donne, and Milton. Emphasis on historical contexts and recent criticism, including new historicist, feminist, psychoanalytic, and queer approaches.

Level Restriction: Include GR.

ENG 626 - Studies in the Restoration and Eighteenth Century (3)

Representative poetry, prose, and/or drama in England from 1660-1789, including such writers as Dryden, Behn, Astel, Finch, Pope, Swift, Defoe, Fielding, Boswell, Johnson, Gray, Equiano, Barbauld, Wycherley, and Congreve.

Level Restriction: Include GR.

ENG 627 - British Romantic Literature (3)

British Literature, 1780-1835, with emphasis on poetry, the novel, and nonfiction prose. Central issues include the Romantic poetic, the French Revolution, and the growth of the English nation.

Level Restriction: Include GR.

ENG 628 - Studies in the Victorian Period (3)

British literature from 1832-1900, with primary focus on prose fiction, nonfiction, and poetry. emphasis on the intellectual currents of the period as reflected in the literature of the age.

Level Restriction: Include GR.

ENG 629 - 20th Century British Literature (3)

Studies in British literature of the twentieth century, with primary focus on diction, poetry, and non-fiction prose. Emphasis on cultural and intellectual influences on the literature of the era.

Level Restriction: Include GR.

ENG 631 - Studies in American Literature Civil War to WW1 (3)

Seminar in ideas and representative authors during the late 19th and early 20th centuries. An examination of both the intrinsic literary quality of selected texts and their sociopolitical, historical, and cultural contexts.

Level Restriction: Include GR.

ENG 632 - American Literature WW1 to Present (3)

Studies in American literature 1914 to the present, with primary focus on fiction, poetry, and non-fiction prose. Emphasis on cultural and intellectual influences on the literature of the era.

Level Restriction: Include GR.

ENG 633 - Studies in Linguistics (3)

Seminars in various topics ranging from the evolution of English from its beginnings to dialectology, semantics, stylistics and psycholinguistics.

Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: Course is repeatable with a maximum of 9 credit hours.

ENG 634 - Studies in World Literature (3)

Seminars in writers or works in translation to illustrate generic, thematic, national, or cultural approaches to world literature.

Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: Course is repeatable with a maximum of 9 credit hours.

ENG 639 - Graduate Seminar in Literature (3)

Graduate seminars in various topics (e.g., the tragic hero, alienation, the experimental novel) related in form and/or idea and drawn from American, British or World literature in translation.

Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles and course is repeatable with a maximum of 9 credit hours.

ENG 640 - History and Theory of Rhetoric (3)

Readings in selected rhetoricians, including Plato, Aristotle, Augustine, Erasmus, Ramus, Bacon, Montaigne, Campbell, Blair, Bakhtin, Richards, Gates, Cixous, Kristeva.

Level Restriction: Include GR.

ENG 641 - Studies in Composition Research and Pedagogy (3)

Reading in composition theory and pedagogy, including expressivist, cognitive, historical, rhetorical, social epistemic, discourse, and cultural studies.

Level Restriction: Include GR.

ENG 642 - Film Theory and Analysis (3)

This seminar explores major debates and developments in film theory from the 1920s to recent decades. Theories are illustrated with the technical and aesthetic analysis of specific films.

Level Restriction: Include GR.

ENG 650 - Advanced Editing (3)

This course will focus on the knowledge, skills and practice needed to enter the editing profession.

Level Restriction: Include GR.

ENG 651 - Professional Writing in the Non-Profit Sector (3)

This course explores professional writing theories and puts them to use in a community engagement project. Students will work with a non-profit organization to develop a grant package, build a social media presence, and design/compose various public-facing deliverables.

Level Restriction: Include GR.

ENG 652 - Advanced Studies in Digital Humanities (3)

This course introduces students to both theory and technological tools prevalent in the digital humanities. While the specific theoretical foundations, technologies, and projects will vary based on instructor expertise, students can expect to work with video production, textual annotation/qualitative data analysis, web design and coding, and/or e-editing tools and/or technologies.

Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles and course is repeatable with a maximum of 6 credit hours.

ENG 653 - Writing Center Administration (3)

This course offers extensive theory and historical background on as well as typical practice in directing a writing center.

Level Restriction: Include GR.

ENG 697 - MA or Creative Project (3-6)

Select MA project, a journal-appropriate research paper, or creative project (collection of poems, short stories, or novel chapters). Proposal approval by advisor and public presentation (faculty/students) required.

Prerequisite: ENG 601 or EED 623 with a minimum grade of C. Offered: Generally offered Fall, Spring, and/or Summer Annually. Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 12 credit hours.

ENST - Environmental Studies

College of Humanities and Social Sciences

Department of Geography, GIS, and Sustainability (p. 215)

ENST 508 - Workshop (1-3)

A variety of workshops on special topics within the discipline. Goals and objectives will emphasize the acquisition of general knowledge and skills in the discipline.

Class Restriction: Exclude Freshman and Sophomore.
Course Attribute: Variable Title Course. Repeatable Status:
Course is repeatable with no limitations.

ENST 511 - Conservation Project Design and Planning (3)

Provides students with the skills and knowledge to design and implement effective conservation projects and to generate clear evidence of their progress toward achieving conservation results. Students will apply sustainability and systems-thinking frameworks to designing a conservation plan.

Class Restriction: Exclude Freshman and Sophomore and Junior.

ENST 513 - Professional Renewal (1-3)

Update skills and knowledge of professionals in the discipline. Goals and objectives will be specifically directed at individual professional enhancement rather than the acquisition of general discipline knowledge or methodologies. S/U or letter graded.

Class Restriction: Exclude Freshman and Sophomore.
Course Attribute: Variable Title Course. Repeatable Status:
Course is repeatable with no limitations.

ENST 595 - Special Topics in Environmental Studies/Sustainability (1-3)

Study for undergraduate and graduate students in various topics of sustainability

Class Restriction: Exclude Freshman and Sophomore.
Course Attribute: Variable Title Course. Repeatable Status:
ST - Repeatable under different subtitles and course is repeatable with a maximum of 9 credit hours.

ESCI - Earth Science

College of Natural and Health Sciences

Department of Earth and Atmospheric Sciences (p. 227)

ESCI 572 - Industrial Safety (3)

Industrial safety covers the theory of historical occupational hazards, current safety issues, agencies that regulate workplace hazards, accident causation and prevention, and training needed for the workplace.

Class Restriction: Exclude Freshman and Sophomore.
Course Fee: Course Fee Required.

ESCI 574 - Principles of Surface and Groundwater Hydrology (4)

(3 lecture, 3 laboratory) Students will quantify and model the movement of water within the hydrologic and geologic cycles, including surface and groundwater hydrologic processes. The course will consist of lectures, laboratories, field projects, and presentations. Two field trips are required.

Prerequisite: Concurrent Prerequisite MATH 131 with a minimum grade of C. Class Restriction: Exclude Freshman and Sophomore. Course Fee: Participation Fee Required.

ESCI 575 - Earth Systems Science Education (1-6)

A variable content course covering integrated science content and pedagogy from the following: atmosphere (air), biosphere (life), hydrosphere (water), and/or lithosphere (land/rock).

Class Restriction: Exclude Freshman and Sophomore.
Course Attribute: Variable Title Course. Repeatable Status:
ST - Repeatable under different subtitles with no limits on the number of times it can be repeated.

ESCI 584 - Earth Sciences Field Experiences (1-15)

Field studies in astronomy, geology, meteorology and/or oceanography, usually preceded by on campus orientation. Schedule of classes lists specific area and topic to be investigated when course is offered.

Class Restriction: Exclude Freshman and Sophomore.
Course Attribute: Variable Title Course. Repeatable Status:
Course is repeatable with no limitations.

ESCI 591 - Geoscience Field Issues (1-6)

Analysis and investigation of contemporary issues and development of research skills in the field of earth sciences, atmospheric sciences, environmental sciences, or geosciences. The course may include extensive field work.

Class Restriction: Exclude Freshman and Sophomore.
Repeatable Status: Course is repeatable with a maximum of 6 credit hours. Course Fee: Supervision Fee Required.

ESCI 596 - Earth Science Study Abroad (1-6)

Exploration of contemporary issues associated with natural hazards, resources and environmental change impacting society, culture, and diverse ecosystems at international sites. Research skill development in geology, meteorology, and environmental sciences.

Class Restriction: Exclude Freshman and Sophomore.
Repeatable Status: Course is repeatable with a maximum of 6 credit hours.

ESCI 599 - Seminar in Earth Sciences (1)

Invited speakers, including graduate students, faculty and guests, present current earth science research topics in seminar format. Required of graduate students all semesters they are in residence at UNC. S/U graded.

Class Restriction: Exclude Freshman and Sophomore.
Repeatable Status: Course is repeatable with no limitations.

ESCI 600 - Introduction to Earth Science Research (2)

Nature and methods of research in the earth sciences. Development of research proposal that will provide the basis for thesis or graduate research project. Required of all first year Earth Sciences graduate students.

Level Restriction: Include GR.

ESCI 605 - Global Change (3)

An online, problem-based course in which students conduct data analysis on climate variability, modeling, and Earth system impacts and apply results to societal issues.

Level Restriction: Include GR.

ESCI 692 - Earth Science Internship (1-15)

Internship in a public agency or private firm to provide professional experience under the supervision of an area specialist. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 15 credit hours.

ESCI 695 - Special Topics in Earth Sciences (2)

Faculty and students select an earth sciences topic for intensive study beyond the scope of existing departmental course offerings.

Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: Course is repeatable with no limitations.

ESCI 697 - Graduate Research (1-6)

Qualified graduate students select and research a problem and present professional quality written report.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 6 credit hours.

ESCI 699 - Thesis (1-6)

Intensive study of selected earth sciences topic under the direction of student's graduate studies committee. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

ET - Educational Technology

College of Education and Behavioral Sciences

School of Teacher Education (p. 209)

ET 500 - Introduction to Instructional Design and Technology (3)

An examination of the field of instructional design and technology in various environments such as K-12, higher education, and business. The focus is on the application of theory and research to practice.

Class Restriction: Exclude Freshman and Sophomore.

ET 501 - Introduction to Applications of Educational Technology in PK-12 Education (3)

An application of technology tools in teaching practices to promote technology integration that is seamless and adds significant value to student learning of K-12 curriculum. An investigation of theoretical and practical issues and methods.

Class Restriction: Exclude Freshman and Sophomore.

ET 502 - Instructional Design (3)

Covers a design process for determining instructional content and creating effective, efficient, and appealing instruction.

Class Restriction: Exclude Freshman and Sophomore.

ET 503 - Instructional Materials Design I (3)

An introduction to technologies and theories used in the creation of various instructional materials. An emphasis is placed on skill development.

Class Restriction: Exclude Freshman and Sophomore.

ET 523 - Innovative Pedagogy and Assessment (3)

Explore paradigms establishing educational innovations that challenge traditional norms in pedagogical and assessment practices. Investigate theories and practice of creativity and change in the processes of innovating teaching and learning.

Offered: Generally offered Spring Annually. Level Restriction: Include GR.

ET 524 - Design of Computer-Assisted Instruction (3)

A study of the design and development of computer-assisted instruction. The primary goal is to introduce students to the established standards of technology-based, self-paced, individualized learning.

Prerequisite: ET 503 with a minimum grade of C. Class Restriction: Exclude Freshman and Sophomore.

ET 525 - Learners and Curriculum in the Digital Age (3)

Examine, critically assess and develop curriculum that aims to build students' creativity, collaboration, critical thinking, and communication skills to prepare them for an increasingly complex, demanding, and competitive workplace.

Offered: Generally offered Fall - Check with department/school for next offering. Level Restriction: Include GR.

ET 527 - Social Justice in the Digital Age (3)

Explore social justice concepts, issues and reforms particularly associated with digital/global contexts. Develop necessary analytical tools and knowledge to assess inequity and injustice in ever-changing global communities.

Offered: Generally offered Fall - Check with department/school for next offering. Level Restriction: Include GR.

ET 529 - Instructional Design (3)

The purpose of this course is to discover the creative process that uses instructional design frameworks (analysis, design, development, implementation, and evaluation) to create effective, efficient, and appealing instruction.

Offered: Generally offered Spring - Check with department/school for next offering. Level Restriction: Include GR.

ET 602 - Performance Technology for Instructional Environments (3)

An examination of barriers to effective workplace performance and possible interventions. Topics include motivation, information and educational design, organizational issues, ethical behavior, etc.

Prerequisite: ET 502 with a minimum grade of C. Level Restriction: Include GR.

ET 604 - Computer Graphics and Visual Literacy (3)

In this course you will apply principles of human learning, perception, and motivation to the design and production of visual materials to support learning and performance.

Level Restriction: Include GR.

ET 613 - Teaching in an Online Environment (3)

Provides students with knowledge and experiences in designing, developing and delivering e-learning courses. Using instructional design principles as a foundation, the course covers the fundamental elements that make web based instruction effective.

Level Restriction: Include GR.

ET 615 - Distance Education: Theories and Practice (3)

Includes an overview of distance education foundations (design and assessment), application and implementation (interactivity and hypermedia design), and management issues (copyright, course management systems, and policy).

Level Restriction: Include GR.

ET 617 - Development of Online Applications (3)

An examination of advanced topics in online education. The focus is on the design, development, and implementation of interactive educational systems within a client/server framework.

Level Restriction: Include GR.

ET 622 - Directed Study (1-3)

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.)

Special Notes: Maximum concurrent enrollment is two times. Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: Course is repeatable with no limitations.

ET 628 - Design of Multimedia Learning Environments (3)

Investigation of the theory and use of multimedia in educational and training environments. Current tools and related concepts are also examined.

Prerequisite: (ET 503 and ET 524 with a minimum grade of C). Level Restriction: Include GR.

ET 630 - Trends and Issues in Instructional Design and Technology (3)

The purpose of this course is to provide an overview of the field of instructional design and technology and its impact on education and training. Current trends and issues in the application of instructional design and technology will be explored.

Offered: Generally offered Spring - Check with department/school for next offering. Level Restriction: Include GR.

ET 631 - Distance Education (3)

The purpose of this course is to provide an overview of distance education foundations (design and development), application and implementation (interactivity and interactions), and management issues (policy and evaluation).

Offered: Generally offered Fall - Check with department/school for next offering. Level Restriction: Include GR.

ET 635 - Instructional Materials Development for Online Learning (3)

Investigate research and best practices related to the development of instructional activities and materials for online instruction. Develop materials to work within a learning management system environment.

Offered: Generally offered Spring - Check with department/school for next offering. Level Restriction: Include GR.

ET 640 - Applications of Multiliteracies (3)

Explore theoretical perspectives of the changing ways society communicates in digital and live contexts. Create and apply multimodal communication in our evolving social contexts.

Offered: Generally offered Spring - Check with department/school for next offering. Level Restriction: Include GR.

ET 641 - Designing, Playing, and Learning (3)

Explore opportunities for creating, designing, tinkering and making in learning contexts. Develop an understanding of theory and practice for creating environments for learners to design using available resources and modes.

Offered: Generally offered Spring and/or Summer - Check with department/school for next offering. Level Restriction: Include GR.

ET 643 - Innovative Instructional Formats (3)

Investigate options for implementing alternative methodologies in the classroom. This course will explore Flipped Learning/Flipped Classrooms, Gamification, Blended Learning, BYOD, 1:1 environments and other emerging instructional strategies.

Offered: Generally offered Fall - Check with department/school for next offering. Level Restriction: Include GR.

ET 645 - Children's Engineering and STEM (3)

Develop foundational knowledge about trans-disciplinary approaches to learning where rigorous academic concepts are coupled with real-world problem-based and performance-based lessons. Engage in and develop integrated STEM learning activities across disciplines.

Offered: Generally offered Spring - Check with department/school for next offering. Level Restriction: Include GR.

ET 650 - Case Studies in Performance and Instructional Technology (3)

This course uses a case study approach to the analysis, design, and evaluation of performance and educational environments. A background in the study of human performance technology is also provided.

Level Restriction: Include GR.

ET 675 - Innovating Education Culture: Research and Practice (3)

Explore innovative practices in learning and explore processes for transforming ideas into practical applications. Critically consider how social contexts share educational experiences through reviewing research and practices.

Offered: Generally offered Fall - Check with department/school for next offering. Level Restriction: Include GR.

ET 692 - Internship (3)

Individual field experience in educational technology. Field experience and summative report format must be approved by advisor. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

ET 693 - Practicum (1-3)

Supervised professional activity requiring a minimum of 10 hours per week. Develop project, product or technological device unique to the field. An approved end of semester project report is required. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

ET 694 - K-12 School Library Internship (1)

Individual field experience in secondary school libraries. Field experience and summative report format must be approved by advisor. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

ET 695 - Special Topics in Educational Technology (1-3)

Scheduled on irregular basis. Explore special topics in Educational Technology. An appropriate subtitle will explain each course.

Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: Course is repeatable with no limitations.

ET 696 - Secondary School Library Internship (1)

Individual field experience in secondary school libraries. Field experience and summative report format must be approved by advisor. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

ET 700 - Methods of Research in Instructional Design and Educational Technology I (3)

Investigate research methodologies for the fields of instructional design and educational technology including theoretical and practical approaches. Explore current research problems and directions for future research.

Offered: Generally offered Fall - Check with department/school for next offering. Level Restriction: Include GR.

ET 701 - Methods of Research in Instructional Design and Educational Technology II (3)

Extends content of ET 700. Investigate research methodologies for fields of instructional design and educational technology including theoretical and practical approaches. Explore current research problems and directions for future research.

Offered: Generally offered Spring - Check with department/school for next offering. Level Restriction: Include GR.

ET 720 - Doctoral Seminar (3)

Orients students to doctoral program by exploring topics related to research, teaching in higher education, and professional engagement. Engage in readings and discussions and field related projects.

Offered: Generally offered Fall - Check with department/school for next offering. Level Restriction: Include GR.

ET 721 - Learning Theories and Technology Integration (3)

Review established learning theory, adult learning theory, educational identity, and philosophy; investigate theoretical substructures in technology-rich teaching and learning and explore their impact on educational change.

Offered: Generally offered Spring - Check with department/school for next offering. Level Restriction: Include GR.

ET 723 - Global & Cultural Perspectives in Educational Technology (3)

Explore implementations and implications of educational technology in a global context. Examine promises and challenges of technology integration in both developed and developing countries as impacted by different socioeconomic contexts.

Offered: Generally offered Spring - Check with department/school for next offering. Level Restriction: Include GR.

ET 725 - Critical Theory and Research in Educational Technology (3)

Establish foundational knowledge about critical theory; examine key texts, issues, and methodologies within critical educational research from cultural studies, action research, critical ethnography, narrative inquiry, critical pedagogy, and feminist research.

Offered: Generally offered Fall - Check with department/school for next offering. Level Restriction: Include GR.

ET 731 - Advanced Instructional Design Theory, Research and Practice (3)

Investigate various theoretical positions recognized as instrumental in shaping instructional design practice. Explore underlying philosophical positions that contribute to the application of these theories in a variety of design settings.

Offered: Generally offered Spring - Check with department/school for next offering. Level Restriction: Include GR.

ET 733 - Case Studies in Instructional Design and Performance Technology (3)

Establish foundational knowledge about human performance technology. Examine instructional uses of case studies for analysis, design, and evaluation of performance and educational environments.

Offered: Generally offered Fall - Check with department/school for next offering. Level Restriction: Include GR.

ET 740 - Innovations in Technology and Education (3)

Explore what it means to be innovative. Critically examine trends and issues in educational technology as well the processes that enabled them. Study emerging and open source technology applications.

Offered: Generally offered Fall - Check with department/school for next offering. Level Restriction: Include GR.

ET 745 - Multimodal Composing (3)

Compose and communicate in all forms, media, modes, and genres. Employ rhetorical strategies from placement of texts to consideration of audience to the media used to write and present meaning.

Offered: Generally offered Spring - Check with department/school for next offering. Level Restriction: Include GR.

ET 749 - Gaming and Application Design (3)

Design and develop computer-based games and mobile applications for educational contexts. Explore various design tools and examine research and implementation issues related to gaming in various educational settings.

Offered: Generally offered Fall - Check with department/school for next offering. Level Restriction: Include GR.

ET 782 - Doctoral Seminar in Educational Technology I (3)

Investigation of the development, theory, and research bases of the field of Educational Technology.

Prerequisite: ET 500 with a minimum grade of C. Level Restriction: Include GR.

ET 784 - Doctoral Seminar in Educational Technology II (3)

Investigation of the development, theory, and research bases of the field of Educational Technology.

Prerequisite: ET 782 with a minimum grade of C. Level Restriction: Include GR.

ET 797 - Doctoral Proposal Seminar (1-4)

Selection of an appropriate research topic in the field of instructional design and technology. Summarize related literature, identify a researchable problem within that topic, and develop appropriate methodology. Develop an approved research proposal. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 4 credit hours.

ET 799 - Doctoral Dissertation (1-12)

After receiving approval for the proposal, the doctoral candidate must register for dissertation hours while conducting the research and writing the final report in the form of a dissertation. Doctoral candidates must earn 12 hours of dissertation credit towards the doctoral degree.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

ET 999 - Graduate School Continuous Registration (1)

To permit a graduate student to continue making progress in a degree program. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

FL - Foreign Language

College of Humanities and Social Sciences

Department of World Languages and Cultures (p. 217)

FL 622 - Directed Studies (1-4)

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.)

Special Notes: Maximum concurrent enrollment is two times. Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: Course is repeatable with no limitations.

FND - Food Nutrition Dietetics

College of Natural and Health Sciences

Department of Nutrition and Dietetics (p. 231)

FND 508 - Workshop (1-3)

A variety of workshops on special topics within the discipline. Goals and objectives will emphasize the acquisition of general knowledge and skills in the discipline.

Class Restriction: Exclude Freshman and Sophomore. Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles with no limits on the number of times it can be repeated.

FND 510 - Foodservice Management (2)

Intensive review course for students beginning their dietetic internship. Overview of relevant issues and critical problems concerning all levels of systems management and dietetic foodservice administration. S/U graded.

Class Restriction: Exclude Freshman and Sophomore.

FND 512 - Medical Nutrition Therapy Skills (2)

An overview with case practice of medical nutrition therapy for dietetic interns. Several topics are covered with an emphasis on clinical skills. S/U graded.

Class Restriction: Exclude Freshman and Sophomore.

FND 513 - Professional Renewal (1-3)

Update skills and knowledge of professionals in the discipline. Goals and objectives will be specifically directed at individual professional enhancement rather than the acquisition of general discipline knowledge or methodologies. S/U or letter graded.

Class Restriction: Exclude Freshman and Sophomore.
Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles with no limits on the number of times it can be repeated.

FND 520 - Maternal and Child Nutrition (3)

Credit for both FND 420 and FND 520 is not allowed. Developmental stages, nutrient requirements, appropriate diet and eating behaviors for children from conception through school age. Nutrition related conditions of children and nutrition for the pregnant and lactating woman.

Level Restriction: Include GR.

FND 530 - Nutrition Assessment and Intervention Methods (3)

Course covers critical analysis of nutrition assessment methods involving clinical judgment for their application as well as study of physiological bases for medical nutrition therapy (MNT) and MNT development.

Major/Minor Restriction: Include Dietetics, Dietetics with Internship Major(s). Level Restriction: Include GR.

FND 551 - Nutritional Biochemistry and Metabolism - Macronutrients (3)

Focuses on macronutrient metabolism and the biochemical molecules and metabolic pathways that are essential for nutritional homeostasis.

Major/Minor Restriction: Include Dietetics, Dietetics with Internship Major(s). Level Restriction: Include GR.

FND 553 - Nutritional Biochemistry and Metabolism - Micronutrients (3)

Investigation of the biochemical and clinical aspects of micronutrient metabolism. Vitamins, minerals and selected phytonutrients will be explored. Topical controversies regarding supplementation, optimal intake and status indicators will be examined.

Prerequisite: (FND 530 and FND 551 with a minimum grade of C). Major/Minor Restriction: Include Dietetics, Dietetics with Internship Major(s). Level Restriction: Include GR.

FND 555 - Nutrition for Fitness and Athletic Performance (3)

Credit for both FND 455 and FND 555 is not allowed. The study of nutrition principles as they apply to the promotion of optimal physical fitness and athletic performance. Current research and evaluation of nutritional recommendations will be stressed.

Class Restriction: Exclude Freshman and Sophomore.

FND 570 - Nutrition Counseling Methods (3)

The application of behavioral change theories in nutrition counseling. First person reflection using evidenced based research in working with the behavior modification process through self-directed behavior techniques.

Major/Minor Restriction: Include Dietetics, Dietetics with Internship Major(s). Level Restriction: Include GR.

FND 592 - Dietetics Supervised Practice (1-10)

Field experience in supervised practice sites within clinical, community, food service management, and specialized concentrations. S/U graded.

Prerequisite: ((FND 510 and FND 512 with a minimum grade of S) or FND 530 with a minimum grade of C). Major/Minor Restriction: Include Dietetics, Dietetics with Internship, Dietetics Internship Major(s). Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 20 credit hours.

FND 610 - Nutrition Communication (3)

Provide students with effective oral and written communication skills in order to provide science-based nutrition information to various audiences.

Prerequisite: (FND 570 with a minimum grade of C) and (RCS 610 or SRM 600 with a minimum grade of C). Major/Minor Restriction: Include Dietetics, Dietetics with Internship, Dietetics Major(s). Level Restriction: Include GR.

FND 620 - Current Topics in Nutrition and Dietetics (3)

Analyze, critique, and communicate current topics in nutrition. Compare and contrast headline news to evidence based research.

Prerequisite: (RCS 610 or SRM 600 with a minimum grade of C). Major/Minor Restriction: Include Dietetics, Dietetics with Internship, Dietetics Major(s). Level Restriction: Include GR.

FND 622 - Directed Study (1-3)

Individualized investigation about a specific nutrition/dietetics topic under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.)

Special Notes: Maximum concurrent enrollment is two times. Major/Minor Restriction: Include Dietetics, Dietetics with Internship Major(s). Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles and course may be repeated 2 times.

FND 625 - Advanced Maternal and Child Nutrition (3)

Advanced study of pre-conception, pregnancy, lactation, infancy, and child nutrition including nutrient requirements, mealtime behaviors, and common nutrition related conditions incorporating evidence-based research in maternal and child nutrition.

Prerequisite: FND 570 with a minimum grade of C. Level Restriction: Include GR.

FND 652 - Public Health Nutrition (3)

Advanced study of the socioecological framework, examining multi-factorial levels of influence on food choices, dietary intake, public policy and health outcomes and how these are inter-related to public health nutrition.

Prerequisite: (RCS 610 or SRM 600 with a minimum grade of C). Major/Minor Restriction: Include Dietetics, Dietetics with Internship, Dietetics Major(s). Level Restriction: Include GR.

FND 655 - Sports Nutrition (3)

Provide an overview of the roles that nutrient selection, metabolism and timing play in supporting and improving human physical performance. Course includes thorough review of current literature in Sports Nutrition.

Prerequisite: FND 570 with a minimum grade of C. Level Restriction: Include GR.

FND 675 - Clinical Pediatric Nutrition (3)

Study of clinical pediatric nutrition related to diseases and illnesses that affect children from birth through 18 years of age. Students will analyze, critique, and discuss current topics in evidence-based literature and on the news.

Prerequisite: FND 530 with a minimum grade of C. Level Restriction: Include GR.

FND 686 - Dietetics Capstone (5)

Capstone course provides students the opportunity to complete an in-depth study of an area of evidence-based research/practice, write a comprehensive paper and present the project results. S/U or letter graded.

Major/Minor Restriction: Include Dietetics, Dietetics with Internship Major(s). Level Restriction: Include GR.

GEOG - Geography

College of Humanities and Social Sciences

Department of Geography, GIS, and Sustainability (p. 215)

GEOG 507 - Geographic Information Science (3)

A rigorous study of fundamental GIS principles, including the nature of spatial data, vector and raster data models, and key GIS analysis operations.

Class Restriction: Exclude Freshman and Sophomore.

GEOG 508 - Workshop (1-3)

A variety of workshops on special topics within the discipline. Goals and objectives will emphasize the acquisition of general knowledge and skills in the discipline. S/U or letter graded.

Class Restriction: Exclude Freshman and Sophomore. Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles with no limits on the number of times it can be repeated.

GEOG 513 - Professional Renewal (1-3)

Update skills and knowledge of professionals in the discipline. Goals and objectives will be specifically directed at individual professional enhancement rather than the acquisition of general discipline knowledge or methodologies. S/U or letter graded.

Class Restriction: Exclude Freshman and Sophomore. Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles with no limits on the number of times it can be repeated.

GEOG 515 - Geospatial Statistics (3)

Examine statistical techniques useful to the analysis of geographical data. Covers descriptive statistics, probability, statistical inference, hypothesis testing, statistical modeling and spatial statistics.

Class Restriction: Exclude Freshman and Sophomore.

GEOG 520 - Topics in Systematic Geography (3)

Examine a selected area of systematic geography; consider appropriate pedagogical approaches in teaching about that geographic topic.

Class Restriction: Exclude Freshman and Sophomore. Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles with no limits on the number of times it can be repeated.

GEOG 540 - Biogeography (3)

Identify meaningful patterns in the distributions of plants and animals and explain how/why those patterns developed. Includes an examination of the role humans have played in shaping those patterns.

Level Restriction: Include GR.

GEOG 545 - Landscape Ecology (3)

Students will learn the conceptual foundations and technical skills to apply remote sensing in environmental and cultural applications. Topics will include land use/land cover classification, change detection, and vegetation modeling.

Level Restriction: Include GR.

GEOG 549 - Remote Sensing of the Environment (3)

Students will learn the conceptual foundations and technical skills to apply remote sensing in environmental and cultural applications. Topics will include land use/land cover classification, change detection, and vegetation modeling.

Level Restriction: Include GR.

GEOG 566 - Grant and Proposal Writing (3)

Explores the fundamentals of grant writing and culminates in the creation of a proposal for submission to a federal agency or nonprofit.

Class Restriction: Exclude Freshman and Sophomore.

GEOG 570 - Urban GIS (3)

Students will gain in-depth knowledge on various urban topics, and evaluate critically economic, social, environmental and health problems in urban areas using GIS.

Level Restriction: Include GR.

GEOG 580 - Enterprise Database Development and Management for GIS (3)

This course covers the principles, structure, development, and application of geodatabases. It provides hands-on training in the design, development, and operation of enterprise geodatabases.

Class Restriction: Exclude Freshman and Sophomore.

GEOG 584 - Web GIS Development and Management (3)

Web GIS development using ArcGIS Online, JavaScript, and html. Management of IIS websites for the delivery of REST and related GIS web services. GEOG 412 or previous experience with Web GIS recommended.

Class Restriction: Exclude Freshman and Sophomore.

GEOG 585 - Advanced Geographic Techniques: Topics (1-3)

Advanced study of geographic techniques. Topics will relate to applications in GIS, remote sensing, quantitative analysis, land use analysis, or the mapping sciences.

Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles with no limits on the number of times it can be repeated.

GEOG 587 - GIS Programing & Automation (3)

This course will develop advanced skills for geospatial programing. Topics include applying programing to automate processing tasks, interact with map elements, manipulate batches of GIS data, and create basic user interfaces. GEOG 327 or previous experience with programming recommended.

Class Restriction: Exclude Freshman and Sophomore.

GEOG 592 - Field Course in Geography (1-6)

Study and apply techniques used, solve geographic problems in the field and effectively present results of such studies.

Class Restriction: Exclude Freshman and Sophomore. Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles with no limits on the number of times it can be repeated.

GEOG 622 - Directed Studies (1-3)

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.)

Special Notes: Maximum concurrent enrollment is two times. Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: Course is repeatable with no limitations.

GEOG 692 - Geographic Internship (1-3)

Internship in a public agency or private firm to provide professional experience under the supervision of an area specialist. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 3 credit hours.

GEOL - Geology

College of Natural and Health Sciences

Department of Earth and Atmospheric Sciences (p. 227)

GEOL 510 - Groundwater Geology (3)

(2 lecture, 3 laboratory) Groundwater in the geologic setting. Hydrology of groundwater basins. Well hydraulics. Principles of flow in saturated and unsaturated materials. Modeling of hydro geologic systems. Applications to groundwater contamination and management problems.

Prerequisite: (GEOL 201 or GEOL 100 with a minimum grade of C) and (Concurrent Prerequisite MATH 131 with a minimum grade of C). Class Restriction: Exclude Freshman and Sophomore.

GEOL 515 - Ore Geology (3)

Overview of what ore is and how it is formed, techniques of finding and extracting ore, plus environmental impacts of extracting ore. Case studies of well-known mines.

Prerequisite: (GEOL 202 and GEOL 320 with a minimum grade of C). Class Restriction: Exclude Freshman and Sophomore.

GEOL 521 - Igneous and Metamorphic Petrology (4)

(3 lecture, 3 laboratory) Description and classification of igneous and metamorphic rocks in hand sample and in thin section. Includes a study of the genesis of igneous and metamorphic rocks via phase diagrams and chemical reactions.

Prerequisite: GEOL 320 with a minimum grade of C. Class Restriction: Exclude Freshman and Sophomore.

GEOL 540 - Paleontology (4)

(3 lecture, 3 laboratory) Study of fossils including taxonomy, systematics, taphonomy, functional morphology, paleoecology, biostratigraphy, extinction, evolutionary trends and major events in the history of life. Labs review major fossil groups. Field trips required.

Prerequisite: GEOL 202 with a minimum grade of C. Class Restriction: Exclude Freshman and Sophomore.

GEOL 545 - Vertebrate Paleontology (3)

A survey of the evolution of vertebrates through geologic time, emphasizing major events in the history of vertebrates. Includes field trips and methods of fossil collection, preparation, and curation.

Class Restriction: Exclude Freshman and Sophomore.

GEOL 550 - Sedimentology and Stratigraphy (4)

(3 lecture, 3 laboratory) Sedimentary processes; depositional environments; classification and structures of sedimentary rocks; field and laboratory methods of analyzing and interpreting outcrops and samples. Regional stratigraphy of northeastern Colorado investigated. Field trips required.

Prerequisite: GEOL 202 with a minimum grade of C. Class Restriction: Exclude Freshman and Sophomore.

GEOL 560 - Geomorphology (4)

(3 lecture, 3 laboratory) Origin and evolution of landforms emphasizing processes of their formation, including tectonic, glacial, fluvial and hillslope processes.

Prerequisite: (GEOL 100 or GEOL 201 with a minimum grade of C) and (Concurrent Prerequisite MATH 131 with a minimum grade of C). Class Restriction: Exclude Freshman and Sophomore. Course Fee: Participation Fee Required.

GEOL 567 - Volcanic Geology (3)

(2 lecture, 3 laboratory) A study of volcanoes and volcanic processes and products. Emphasis on the origin, classification and interpretation of volcanic rocks and ejecta and volcanic structures and landforms.

Prerequisite: GEOL 202 with a minimum grade of C. Class Restriction: Exclude Freshman and Sophomore.

GEOL 570 - Structural Geology (4)

(3 lecture, 3 laboratory) Mechanics of rock deformation and geologic structures of the earth's crust - their description and classification, theories and facts regarding their origins and methods of investigating them. Field trips required.

Prerequisite: GEOL 202 with a minimum grade of C. Class Restriction: Exclude Freshman and Sophomore.

GEOL 581 - Geologic Field Techniques (2)

(4 laboratory) Techniques of obtaining and recording geological data in the field and constructing geological maps. Includes use of Brunton compass, topographic maps, aerial photographs, geographic information systems, and the preparation of geological reports.

Prerequisite: (GEOL 450 and GEOL 470 with a minimum grade of C). Class Restriction: Exclude Freshman and Sophomore.

GEOL 583 - Soils (3)

(2 lecture, 3 laboratory) Explore, examine and interpret classification, genesis and processes that drive soil formation. Use soil data from various ecosystems to assess soil health and land management issues. One weekend field trip required.

Prerequisite: (GEOL 320 or ESCI 320 with a minimum grade of C) and (CHEM 111 with a minimum grade of C).
Class Restriction: Exclude Freshman and Sophomore.
Course Fee: Participation Fee Required.

GEOL 585 - Tectonics (3)

Overview of the processes driving and resulting from plate tectonics. Detailed study of some of the earth's past and present mountain belts.

Prerequisite: GEOL 470 with a minimum grade of C. Class Restriction: Exclude Freshman and Sophomore.

GEOL 586 - Petroleum and Energy (3)

Petroleum and energy geology includes integrated exploration and development methods and understanding technological advancements that have led to the dynamic energy industry. Case studies and applied problems are emphasized.

Prerequisite: (GEOL 201 and CHEM 111 with a minimum grade of C). Class Restriction: Exclude Freshman and Sophomore.

GEOL 590 - Rocky Mountain Geology Seminar (2)

Geology of selected Rocky Mountain area thoroughly investigated by means of four-day field trip to that area followed by seminar presentations on topics relevant to geology of specified area.

Class Restriction: Exclude Freshman and Sophomore.

GEOL 622 - Directed Studies (1-4)

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.)

Special Notes: Maximum concurrent enrollment is two times. Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: Course is repeatable with no limitations.

GER - German

College of Humanities and Social Sciences

Department of World Languages and Cultures (p. 217)

GER 622 - Directed Studies (1-4)

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.)

Special Notes: Maximum concurrent enrollment is two times. Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: Course is repeatable with no limitations.

GERO - Gerontology

College of Natural and Health Sciences

Department of Rehabilitation and Human Services (p. 233)

GERO 560 - Community Resources for Older Adults (3)

Leadership/managerial community based learning required. Review needs of older persons in the community and evaluate the continuum of long-term care resources available, service gaps, program models, and funding mechanisms.

Class Restriction: Exclude Freshman and Sophomore.

GERO 595 - Special Topics in Gerontology (1-4)

Course designed to investigate specific aspect of Gerontology.

Class Restriction: Exclude Freshman and Sophomore. Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles and course is repeatable with a maximum of 6 credit hours.

GERO 622 - Directed Study in Gerontology (1-4)

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.)

Special Notes: Maximum concurrent enrollment is two times. Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: Course is repeatable with no limitations.

GERO 625 - Psychosocial Aspects of Aging (3)

Later life issues are explored using an ecological approach that highlights the benefits and consequences of aging for the individual, family and society.

Level Restriction: Include GR.

GERO 630 - Intervention Strategies with Older Adults (3)

Analyze major intervention strategies and techniques for utilization with older adults. Emphasizes individual, group and paraprofessional systems. Classroom practice of actual treatment techniques.

Level Restriction: Include GR.

GERO 635 - Social Policies of Aging (3)

Traces history and current status of major policies that benefit elderly. Reviews legislation, levels of policy-making and policy concerns of older population. Includes recent policy changes and policy directions.

Level Restriction: Include GR.

GERO 640 - Health Aspects of Gerontology (3)

Identifies major health problems, concerns and practices of the elderly. Examines health care policies, financing, health promotion and wellness concepts.

Level Restriction: Include GR.

GERO 665 - Research Application and Grant Development (3)

Application of skill in research for funding options, program planning, proposal writing, budgeting and establishing controls for grant administration.

Level Restriction: Include GR.

GERO 692 - Graduate Internship in Gerontology (1-12)

Only 9 credits may be counted towards degree program. There shall be 40 contact hours per credit hour. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 12 credit hours.

GERO 694 - Practicum in Gerontology (1-3)

Make application to the department before registration.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 6 credit hours.

GERO 699 - Thesis (1-6)

Thesis S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

GERO 999 - Graduate School Continuous Registration (1)

To permit a graduate student to continue making progress in a degree program. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

HESA - High Education and Student Affairs Leadership

College of Education and Behavioral Sciences

Department of Leadership, Policy and Development: Higher Education and P-12 Education (p. 198)

HESA 508 - Workshop (1-3)

A variety of workshops on special topics within the discipline. Goals and objectives will emphasize the acquisition of general knowledge and skills in the discipline. Repeatable, under different subtitles.

Class Restriction: Exclude Freshman and Sophomore. Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles with no limits on the number of times it can be repeated.

HESA 601 - Introduction to Higher Education & Student Affairs (3)

Introduction to the higher education and student affairs profession. Examined through organizational lenses, ethics, social values, historical documents, and social justice. Emphasis on theory to practice, philosophy, and diversity.

Level Restriction: Include GR.

HESA 611 - Organization and Administration (3)

Develop an understanding of contemporary post-secondary education organizational and administrative theories. Emphasis on theories related to power, multicultural work environments, and other pluralistic models.

Level Restriction: Include GR.

HESA 612 - Higher Education Assessment and Evaluation (3)

Introduction to the philosophy and evolution of social program evaluation and assessment specific to higher education environments. Students will consider political, social, and ethical contexts of evaluation and assessment processes with emphasis on equity and social justice. Substantive emphasis on research design, data collection and analysis techniques, and report writing.

Level Restriction: Include GR.

HESA 622 - Directed Studies (1-4)

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.)

Special Notes: Maximum concurrent enrollment is two times. Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: Course is repeatable with no limitations.

HESA 650 - College Student Development: Foundational Theory (3)

Examines foundational and life span theories of college student development and applies them to students' lives and higher education and student affairs practice.

Level Restriction: Include GR.

HESA 651 - Philosophical, Historical and Cultural Foundations of Student Affairs in Higher Education (3)

Philosophies of education and epistemology. History of U.S. higher education. Origin/history of student affairs. Emphasizes cultural perspective of ethnic minorities, women and other cultural subgroups in higher education.

Level Restriction: Include GR.

HESA 652 - Enrollment Management Services (3)

Examines and reviews the history, purposes, functions, organization and administration of Admissions, Financial Aid, Records and Registration, Advising and Orientation.

Level Restriction: Include GR.

HESA 655 - Multiculturalism in Higher Education and Student Affairs (3)

Exploration of meaning making from individual cultural lenses to the application of theory to practice in higher education settings. Assessment of multicultural competence within HESAL.

Level Restriction: Include GR.

HESA 658 - Helping Skills for Practitioners (3)

Exploration of intervention models and helping relationships for professionals working with diverse college students including: student needs assessment, intervention strategies, conflict coaching, restorative models of accountability.

Level Restriction: Include GR.

HESA 660 - Women in Higher Education and Student Affairs (3)

An overview of women and women's issues in higher education and student affairs in the U.S. Topics include: feminist theories; the division of labor for women faculty and administration; identity and experiences of undergraduate and graduate women; intersectionality of race, class, and gender.

Level Restriction: Include GR.

HESA 661 - Practicum in College Teaching for Student Development (3)

Actual classroom experience in teaching under supervision any course that has as a part of its objectives, developmental content. S/U graded.

Level Restriction: Include GR.

HESA 665 - International Higher Education and Student Affairs (3)

An overview of international higher education and student affairs by global regions. The globalization and internationalization of higher education in the U.S. International students, student affairs, faculty, including study abroad.

Level Restriction: Include GR.

HESA 668 - College Students: Culture, Characteristics, Campus Life (3)

Investigates diverse college student cultures, subcultures, student development, and student engagement. Considers effect on students' progress and success, social media, parental involvement, and ethnic, socio-economic, gender, sexual identity of students.

Level Restriction: Include GR.

HESA 669 - Culturally Responsive Aspects of Transformative Learning (3)

Develop understanding of learner centered approaches examining theories of culturally responsive pedagogy and transformative learning.

Level Restriction: Include GR.

HESA 670 - Internship in Higher Education and Student Affairs Leadership (6)

Field-based experience, applying theoretical and conceptual knowledge in higher education setting. Minimum 20 hours per week. In-depth experience with overall functions of office/agency. Develop skills in specific professional role. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 18 credit hours.

HESA 671 - Introduction to Leadership in Higher Education and Student Affairs Leadership (3)

Course focuses on leadership theory to assist ethical scholar/leaders prepare for leadership roles in diverse organizations.

Level Restriction: Include GR.

HESA 675 - Field Experience in Student Affairs (1-3)

Application of theoretical/conceptual knowledge in field-based experience. Overview of role, function of higher education office/ agency, with focus on specific projects or responsibilities. Requires 4 hours per week per credit hour. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 12 credit hours.

HESA 680 - Law and Higher Education (3)

Relate statutory provisions, court decisions, common law principles and constitutional requirements to legal problems affecting public and private higher education institutions and systems.

Level Restriction: Include GR.

HESA 683 - Finance and Resource Management in Higher Education (3)

Analyze issues of financing public and private higher education; examine alternative financing sources and methods; develop skill in resource allocation and management.

Level Restriction: Include GR.

HESA 685 - Human Resources in Higher Education (3)

The course focuses on understanding Human Resource Management (HRM) as an energy source for shaping institutions. Emphasis is on the practical application of achieving change through personnel and compensation administration.

Level Restriction: Include GR.

HESA 690 - Public Policy in Higher Education (3)

An examination of public policy issues in higher education. Study of role of state and federal policy as it impacts public and private institutions of higher education.

Level Restriction: Include GR.

HESA 695 - Current Issues in Higher Education and Student Affairs Leadership (3)

In this seminar students will examine and analyze current issues and trends in higher education. Specific content will vary, dependent upon the nature of contemporary issues and trends and student interests.

Level Restriction: Include GR.

HESA 696 - Special Topics in Higher Education and Student Affairs Leadership (1-4)

Study of special topics in higher education and student affairs leadership. Topics vary.

Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles and course may be repeated 1 time.

HESA 751 - Advanced College Student Development: Social Identity (3)

Second of two student development theory courses. Examines the social identity of college students, including privilege and oppression, multiple identities and diversity development. Racial identity, ethnic identity, multiracial/multicultural identity, sexual identity, and additional dimensions of identity (class, gender, ability/disability) are also discussed.

Prerequisite: HESA 650 with a minimum grade of C. Level Restriction: Include GR.

HESA 761 - Scholarly Writing for Scholar/Leaders (3)

Seminar focusing on scholarly writing skills and examination of the macro perspective of leadership.

Level Restriction: Include GR.

HESA 781 - Collaborative Inquiry for Scholar/Leaders (3)

Continued doctoral study in higher education and student affairs leadership focusing on collaborative research. Explores research framework and design through a collaborative research project.

Prerequisite: HESA 761 with a minimum grade of C. Level Restriction: Include GR.

HESA 782 - Research Capstone in Higher Ed (3)

This course focuses on three themes, data analysis and representation of findings, writing for publication, and navigating the comprehensive exam and dissertation processes.

Prerequisite: (HESA 761 and HESA 781 with a minimum grade of C). Level Restriction: Include GR.

HESA 797 - Doctoral Proposal Research (1-4)

Required dissertation proposal experience for all doctoral students. Four hours of credit must be earned in this course in partial fulfillment of requirements for doctoral degrees before admission to candidacy. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 4 credit hours.

HESA 799 - Doctoral Dissertation (1-12)

Required of all doctoral candidates under the direction of a graduate faculty committee. May be taken only after admission to candidacy. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

HESA 999 - Graduate School Continuous Registration (1)

To permit a graduate student to continue making progress in a degree program. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

HIST - History

College of Humanities and Social Sciences

Department of History (p. 216)

HIST 500 - Historiography (3)

Examines the nature of history, historical research, and the writing of history.

Class Restriction: Exclude Freshman and Sophomore and Junior.

HIST 510 - Seminar in Chinese History (3)

An analysis of the topics in Chinese history from earliest times to the present.

Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles and course is repeatable with a maximum of 6 credit hours.

HIST 512 - Seminar in Asian History (3)

Investigates selected topics in the history of China, Japan, India and Southeast Asia.

Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles and course is repeatable with a maximum of 6 credit hours.

HIST 513 - Professional Renewal (1-3)

Update skills and knowledge of professionals in the discipline. Goals and objectives will be specifically directed at individual professional enhancement rather than the acquisition of general discipline knowledge or methodologies. S/U or letter graded.

Class Restriction: Exclude Freshman and Sophomore. Course Attribute: Variable Title Course. Repeatable Status: Course is repeatable with no limitations.

HIST 516 - Seminar in Latin American History (3)

Investigates selected topics in Latin American history. May focus on colonial or post-independence period.

Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles and course may be repeated 1 time.

HIST 518 - Modern Africa (3)

A study of central issues of modern African history, including social transformation, the emergence of the nation-state, economic underdevelopment and the problem of southern Africa.

Level Restriction: Include GR.

HIST 520 - Colonial America 1492 to 1763 (3)

Investigates topics in the history of colonial and revolutionary America through direct research and/or readings.

Level Restriction: Include GR.

HIST 522 - Seminar in Southwest History (3)

Focus of seminar will be on research and writing topics for the American Southwest from the Spanish period through the territorial period to the statehood period when full admission secured.

Level Restriction: Include GR.

HIST 530 - Topics in American History (3)

Investigation of a topic in American history. Content depends on instructor.

Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles and course is repeatable with a maximum of 15 credit hours.

HIST 557 - Seminar in Medieval and Renaissance History (3)

A seminar for advanced undergraduate and graduate students that will investigate select topics in Medieval and Renaissance history through research and readings.

Level Restriction: Include GR.

HIST 580 - Seminar in History (3)

Students will examine a specific topic and write a critical essay incorporating research, historical methodology, analysis, and expository skills at the graduate level.

Class Restriction: Exclude Freshman and Sophomore and Junior. Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles and course is repeatable with a maximum of 6 credit hours.

HIST 589 - Seminar in European History (3)

A consideration in depth of European historical development focusing on key issues in European history.

Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles and course is repeatable with a maximum of 15 credit hours.

HIST 598 - Environmental History (3)

Reading seminar explores environmental history. Through a variety of monographs and articles, read and discuss themes, methodologies and subjects. Readings will focus on the twentieth century and cover a global scope.

Level Restriction: Include GR.

HIST 622 - Directed Studies (1-6)

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.)

Special Notes: Maximum concurrent enrollment is two times. Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: Course is repeatable with no limitations.

HIST 690 - Writing Seminar (3)

Focuses on the writing of an article-length research paper of publication quality grounded in primary sources. History M.A. students are required to take six credits of HIST 690 and earn at least a B on the research project to pass the course.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 6 credit hours.

HIST 699 - Thesis (1-6)

Optional for Master of Arts programs on recommendation of the major advisor. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

HUM - Humanities

College of Humanities and Social Sciences

Department of English (p. 215)

HUM 595 - Advanced Cultural Studies (3)

An intensive, graduate-level study of one particular cultural phenomenon from a variety of critical perspectives.

Class Restriction: Exclude Freshman and Sophomore. Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles and course is repeatable with a maximum of 6 credit hours.

INTR - Interpreter

College of Education and Behavioral Sciences

Department of American Sign Language and Interpreting Studies (p. 193)

INTR 505 - Supervision of Interpreting Systems (3)

This course focuses on supervision of interpreting systems. Students examine core skills shared by supervisors and analyze strategies that promote effective communication and resolve conflict in the workplace.

Class Restriction: Exclude Freshman and Sophomore.

INTR 506 - Leadership in Interpreting (3)

This course introduces the major theories and concepts of leadership and their application to the field of interpreting. It will explore the link between leadership, ethics, and values.

Class Restriction: Exclude Freshman and Sophomore.

INTR 560 - Ethics in Leadership (3)

This course addresses central issues of moral philosophy, seeking to identify and understand moral challenges peculiar to leadership. Ethical problems taking on a particular guise in leadership contexts are explored.

Class Restriction: Exclude Freshman and Sophomore.

INTR 561 - Conducting Diagnostic Assessments for ASL-English Interpreters (3)

This course provides supervisors of interpreters, lead interpreters and/or mentors with a common system, along with the tools and resources needed to effectively conduct skills-based diagnostic assessments.

Class Restriction: Exclude Freshman and Sophomore.

INTR 580 - Overview of Legal Interpreting in the American Legal System (4)

This course introduces students to the American Judicial System including the scope and jurisdiction of federal and state courts and an overview of the civil and criminal court process.

Class Restriction: Exclude Freshman and Sophomore.

INTR 581 - Civil Litigation (3)

This course provides students with a foundation in civil law, procedures and systems that is essential to understanding the legal meaning of civil law proceedings to be interpreted.

Class Restriction: Exclude Freshman and Sophomore.

INTR 582 - Criminal Law (4)

This course examines criminal law and its associated procedures, as well as the implications of the criminal procedure and legal language on the interpreting process.

Class Restriction: Exclude Freshman and Sophomore.

INTR 583 - Internship: Skill Development for Legal Interpreters (3)

This course provides the student with a firm foundation in the tasks of interpreting legal texts and guides the practicum experience.

Class Restriction: Exclude Freshman and Sophomore.

INTR 585 - Internship for Legal Interpreters (1)

This course provides the student with supervised internship in legal interpreting. This course will engage the student in a 55-hour, field-based, supervised experience that provides for the application of the skills, knowledge and attitudes that constitute interpreting in the American Judicial System.

Prerequisite: (INTR 580 and INTR 581 and INTR 582 and INTR 583 with a minimum grade of C). Class Restriction: Exclude Freshman and Sophomore.

MAS - Mexican American Studies

College of Humanities and Social Sciences

Department of Chicana/o and Latinx Studies (p. 214)

MAS 508 - Workshop (1-3)

A variety of workshops on special topics within the discipline. Goals and objectives will emphasize the acquisition of general knowledge and skills in the discipline.

Class Restriction: Exclude Freshman and Sophomore.

Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles with no limits on the number of times it can be repeated.

MAS 510 - Studies in Mexican American History and Culture (3)

This course is an interdisciplinary survey seminar that explores cultural and historical developments of the Mexican origin people across four distinct periods, Indigenous America, Spanish America, the rise of Mexico and U.S. incorporation of Mexico into the United States. Attention will be given to cultural identity, cultural representations and cultural memory. Students will survey and study primary and secondary documents.

Class Restriction: Exclude Freshman and Sophomore.

MAS 513 - Professional Renewal (1-3)

Update skills and knowledge of professionals in the discipline. Goals and objectives will be specifically directed at individual professional enhancement rather than the acquisition of general discipline knowledge or methodologies. S/U or letter graded.

Class Restriction: Exclude Freshman and Sophomore.

Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles with no limits on the number of times it can be repeated.

MAS 520 - Chicana/o Civil Rights Movement (3)

This course will examine cultural, social, historical, political and economic conditions which gave rise to the Chicana and Chicano Civil Rights Movement during the years 1950-1980.

Class Restriction: Exclude Freshman and Sophomore.

MAS 530 - Studies in Mexican American Literature (3)

This course will introduce major authors of Mexican American and Xicanx literature through the study of fiction, nonfiction, poetry, drama, and illustrated texts. The goals of the course include improving students' understanding of these works as expressions of individual and human values within a historical and social context, cultivating an appreciation for the aesthetic principles that guide this literature, reflecting on the way this literature influences and is influenced by intercultural experiences, and researching critical responses and linguistic theories associated with these works.

Class Restriction: Exclude Freshman and Sophomore.

MAS 546 - Chicana/o Theory (3)

Examines various theories and methods utilized by Chicana/o scholars during the evolution of the discipline of Chicana/o Studies, exploring how these theories and methods have informed and continue to inform writing and research in Chicana/o Studies.

Class Restriction: Exclude Freshman and Sophomore.

MAS 560 - Narco Corrido and Mexican Folk Culture (3)

The course examines Mexican and Mexican American popular folk culture in the context of historical and contemporary issues.

Class Restriction: Exclude Freshman and Sophomore.

MAS 622 - Directed Studies (1-3)

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.)

Special Notes: Maximum concurrent enrollment is two times. Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: Course is repeatable with no limitations.

MAS 630 - Globalization and Transnationalism (3)

This course examines how globalization and transnationalism influence economic, political and cultural conditions in both sending states such as Mexico, El Salvador and Guatemala and receiving states such as the United States.

Level Restriction: Include GR.

MAS 650 - Research Methods in Mexican American Studies (3)

This course explores a range of research methods pertaining to the investigation of the Mexican American experience in the United States. The course requires the development of the following: methodology, research question, research outline, literature review, and a research paper.

Level Restriction: Include GR.

MAS 680 - Pedagogy - Teaching Mexican American Studies (3)

This course prepares instructors/educators to teach about current research and knowledge concerning the Mexican origin population in the United States. The course provides strategies for instruction of Mexican American Studies. Emphasis is placed on instruction, creation of lesson plans and delivery modes.

Level Restriction: Include GR.

MATH - Mathematics

College of Natural and Health Sciences

School of Mathematical Sciences (p. 228)

MATH 508 - Workshop (1-3)

A variety of workshops on special topics within the discipline. Goals and objectives will emphasize the acquisition of general knowledge and skills in the discipline.

Class Restriction: Exclude Freshman and Sophomore. Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles with no limits on the number of times it can be repeated.

MATH 513 - Professional Renewal (1-3)

Update skills and knowledge of professionals in the discipline. Goals and objectives will be specifically directed at individual professional enhancement rather than the acquisition of general discipline knowledge or methodologies. S/U or letter graded.

Class Restriction: Exclude Freshman and Sophomore. Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles with no limits on the number of times it can be repeated.

MATH 520 - Functions and Equations (3)

Polynomial equations including DeMoivre's Theorem, the Fundamental Theorem of Algebra, methods of root extraction (e.g., Newton, Graffe) multiplicities, symmetric functions, matrices and determinants. Elementary computer applications.

Level Restriction: Include GR.

MATH 522 - Directed Studies (1-3)

Individualized investigation under the direct supervision of faculty member. (Minimum of 37.5 clock hours required per credit hour.)

Special Notes: Maximum concurrent enrollment is two times. Class Restriction: Exclude Freshman and Sophomore. Course Attribute: Variable Title Course. Repeatable Status: Course is repeatable with no limitations.

MATH 523 - Modern Algebra (3)

A study of groups, rings and fields with a special emphasis on groups and fields.

Class Restriction: Exclude Freshman and Sophomore.

MATH 525 - Linear Algebra I (3)

Vector spaces, linear transformations, matrices, eigenvalues, canonical forms, quadratic forms and other selected topics.

Prerequisite: MATH 321 with a minimum grade of C. Class Restriction: Exclude Freshman and Sophomore.

MATH 528 - Discrete Mathematics (3)

A broad, deep survey of topics in enumerative combinatorics, with a focus on mathematical reasoning and problem solving.

Level Restriction: Include GR.

MATH 529 - Mathematical Problem Solving (3)

Techniques in problem solving applied to algebra, number theory, geometry, probability, discrete mathematics, logic and calculus. A study of Polya's heuristic rules of mathematical discovery.

Level Restriction: Include GR.

MATH 531 - Basic Analysis I (3)

Sequence of two courses to extend studies of calculus and analysis into the mathematical rigor and logic of analysis. Includes: real numbers, sequences, topology, limits, continuity, differentiation, series and integration.

Prerequisite: MATH 233 with a minimum grade of C.
Level Restriction: Include GR.

MATH 532 - Basic Analysis II (3)

Continuation of MATH 531.

Prerequisite: MATH 531 with a minimum grade of C.
Class Restriction: Exclude Freshman and Sophomore.

MATH 534 - Continuous Mathematics (3)

An exploration of select topics in real analysis providing a deeper understanding of real numbers, continuous functions, and the theoretical underpinnings of calculus.

Level Restriction: Include GR.

MATH 537 - Mathematical Modeling (3)

Introduction to the process of mathematical modeling using a wide selection of mathematical tools, with an emphasis on development, verification and interpretation of models and communication of results.

Level Restriction: Include GR.

MATH 540 - Introduction to Topology (3)

Point-set topology and the foundations of real analysis.

Class Restriction: Exclude Freshman and Sophomore.

MATH 543 - Modern Geometry (3)

A survey of both traditional Euclidean geometry and contemporary geometries, in which applications of geometry are integrated into the study of the mathematical structure of geometrical systems.

Class Restriction: Exclude Freshman and Sophomore.

MATH 550 - Applied Probability and Statistics (3)

Methods related to descriptive and inferential statistics and the concept of probability are investigated in depth.

Level Restriction: Include GR.

MATH 560 - Introductory Complex Variables (3)

First course in complex variables, especially for potential calculus teachers. After preliminaries, proceed directly to power series, Laurent's series, contour integration, residue theory, polynomials and rational functions.

Prerequisite: MATH 432 with a minimum grade of C.
Class Restriction: Exclude Freshman and Sophomore.

MATH 564 - History of Mathematics (3)

Survey of mathematical conceptual development and the people involved from antiquity to the present, including content connections and use of primary and secondary sources.

Level Restriction: Include GR.

MATH 591 - Abstract Algebra and Number Theory (3)

A problem-solving approach to a survey of core abstract algebra topics including groups, rings, integral domains, fields and number theory related results.

Level Restriction: Include GR.

MATH 595 - Topics in Mathematics (1-3)

Topics from various fields of mathematics which reflect specific interests of instructors and students.

Class Restriction: Exclude Freshman and Sophomore.
Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles with no limits on the number of times it can be repeated.

MATH 599 - Mathematics Action Research Project Seminar (3)

Students conduct research into a mathematical problem relevant to their own teaching, implement a related innovation in their own classroom, and write about their findings.

Prerequisite: 4 Courses of MATH 500-799 with a minimum grade of C. Level Restriction: Include GR.
Repeatable Status: Course is repeatable with no limitations.

MATH 622 - Directed Studies (1-4)

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.)

Special Notes: Maximum concurrent enrollment is two times. Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: Course is repeatable with no limitations.

MATH 651 - Statistical Science (3)

The course focuses on statistical inference problems, applied linear models including multiple regression, ANOVA, linear mixed models and categorical data analysis including generalized linear models.

Level Restriction: Include GR.

MATH 695 - Special Topics (3)

Topics from various fields of mathematics, for example, algebraic topology, functional analysis, Lie groups and algebras or nonlinear analysis.

Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles with no limits on the number of times it can be repeated.

MATH 709 - Abstract Algebra I (3)

Groups and rings and their structure. Sylow theorems. Modules. History and applications.

Prerequisite: MATH 523 with a minimum grade of C. Level Restriction: Include GR.

MATH 723 - Abstract Algebra II (3)

Polynomial Noetherian rings and ideals. Fields and Galois theory. Structure of fields. History and applications.

Prerequisite: MATH 709 with a minimum grade of C. Level Restriction: Include GR.

MATH 728 - Topics in Discrete Mathematics (3)

A broad yet deep survey of current topics in combinatorics and graph theory essential for teachers K-16, including applications to probability, coding theory, sorting and matching algorithms and optimization.

Level Restriction: Include GR.

MATH 732 - Complex Variables (3)

Analytic and meromorphic functions in the complex plane. Integration, conformal mapping and advanced topics.

Level Restriction: Include GR.

MATH 733 - Geometric Analysis (3)

Analysis of functions of several variables, unifying and extending ideas from calculus and linear algebra. Includes the implicit function theorem and Stokes' Theorem.

Prerequisite: MATH 525 with a minimum grade of C. Level Restriction: Include GR.

MATH 735 - Real Analysis (3)

Abstract spaces, Lebesgue measure, continuity, integration and differentiation theorems, Baire category.

Level Restriction: Include GR.

MATH 778 - Mathematical Logic (3)

The notion of proof, first order logic, set theory, ordinals, cardinals and an overview of the most important recent results in the field.

Level Restriction: Include GR.

MATH 791 - Number Theory (3)

A survey of topics in arithmetic and analytic number theory, such as Eulers' function, quadratic reciprocity, continued fractions and the distribution of prime numbers.

Prerequisite: MATH 732 with a minimum grade of C. Level Restriction: Include GR.

MATH 795 - Special Topics (3)

Topics from various fields of mathematics, for example, algebraic topology, functional analysis, Lie groups and algebras or nonlinear analysis.

Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: Course is repeatable with no limitations.

MATH 797 - Doctoral Proposal Research (1-4)

Four hours of credit for doctoral dissertation proposal research must be earned in partial fulfillment of requirements before admission to candidacy.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 4 credit hours.

MATH 799 - Doctoral Dissertation (1-12)

Doctoral Dissertation. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

MBA - Master of Business Administration

Kenneth W. Monfort College of Business

Master of Business Administration (p. 218)

MBA 605 - Data Analytics and Visualization (3)

Data analytics considers methods for structuring and manipulating large databases, extracting usable datasets and performing statistical and textual analysis to support decision-making. Exploratory, confirmatory and predictive analytics will be examined. Data visualization considers techniques to communicate statistical and operations information efficiently through graphical techniques. This includes dashboards, charting, plotting and mapping methods.

Prerequisite: (Concurrent Prerequisite MBA 654 with a minimum grade of C) and (Completion of MBA Foundation Modules). Level Restriction: Include GR.

MBA 610 - Managerial Accounting (3)

This course examines the concepts, applications, and uses of managerial accounting in managerial decision-making for managers and other internal users.

Prerequisite: (Concurrent Prerequisite MBA 654 with a minimum grade of C) and (Completion of MBA Foundation Modules). Level Restriction: Include GR.

MBA 611 - Fundamentals of Financial Accounting (3)

This course provides an understanding of financial accounting fundamentals for prospective consumers of corporate financial information, such as managers, stockholders, financial analysts, and creditors. The course focuses on understanding how economic events are recorded in the three main financial statements (i.e., the income statement, balance sheet, and statement of cash flows).

Prerequisite: (Concurrent Prerequisite MBA 654 with a minimum grade of C) and (Completion of MBA Foundation Modules). Level Restriction: Include GR.

MBA 612 - Legal & Tax Environment of Business (3)

Course topics include business entity selection; business law; financial accounting; tax law (IRS Code, Regulations, Cases), business ethics.

Prerequisite: (Concurrent Prerequisite MBA 654 with a minimum grade of C) and (Completion of MBA Foundation Modules). Level Restriction: Include GR.

MBA 613 - Financial Statement Analysis & Valuation (3)

This course examines how to analyze and interpret financial statements and how to use this information to value a firm based on different valuation approaches. Course topics include asset and liability measurement and income recognition, a comparison of income vs. cash flows, analysis of profitability and risk, forecasting financial statements and estimation of risk-adjusted rates of return, valuation using dividends, cash flows, earnings, or market-based approaches.

Prerequisite: MBA 611 with a minimum grade of C. Level Restriction: Include GR.

MBA 622 - Directed Studies (1-3)

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Letter graded.

Special Notes: Maximum concurrent enrollment is two times. Prerequisite: (Concurrent Prerequisite MBA 654 with a minimum grade of C) and (Completion of MBA Foundation Modules). Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: Course is repeatable with no limitations.

MBA 632 - Business Law (3)

Provides an understanding of the law of business transactions as part of the decision-making process. Topics will include the law of agency, contracts, bankruptcy (debtor/creditor relationships), formation of business entities, secured transactions, negotiable instruments, and the regulation of the accounting profession. The course will utilize topical analysis and a case study approach focusing on analysis, synthesis, and evaluation of complex legal problems.

Level Restriction: Include GR.

MBA 650 - Economics of Managerial Decisions (3)

Examines application of microeconomic analysis used in managerial decision-making. Topics include demand analysis, cost and production functions, and behavior of competitive and non-competitive markets with applications to various business decisions.

Prerequisite: (Concurrent Prerequisite MBA 654 with a minimum grade of C) and (Completion of MBA Foundation Modules). Level Restriction: Include GR.

MBA 654 - Ethical Leadership and Organizational Behavior (3)

Examines organizational behavior topics such as motivation, team dynamics, perception, power, politics, conflict, and culture, with an in-depth view of ethical leadership.

Level Restriction: Include GR.

MBA 656 - Strategic Management (3)

This course provides a capstone experience through techniques and tools needed for effective strategy. Students integrate concepts, theories, and tools to develop comprehensive strategies in a variety of business environments.

Prerequisite: (MBA 650 and MBA 654 and MBA 660 and MBA 670 with a minimum grade of C). Level Restriction: Include GR.

MBA 658 - Advanced International Business (3)

This course focuses on the mechanics of globalization and the mastery of business strategy, operation and practices from a global perspective. It explores national differences in political economy, culture, ethics, and their implications in international management and how to integrate such differences into a global strategy.

Prerequisite: (Concurrent Prerequisite MBA 654 with a minimum grade of C) and (Completion of MBA Foundation Modules). Level Restriction: Include GR.

MBA 660 - Marketing Management (3)

This course examines concepts involved in planning, implementing and evaluating the marketing strategies of various organizations. Topics include marketing strategy tools, positioning, brands, price, place, promotion, market research, and marketing plan.

Prerequisite: (Concurrent Prerequisite MBA 654 with a minimum grade of C) and (Completion of MBA Foundation Modules). Level Restriction: Include GR.

MBA 661 - Consumer Behavior (3)

In this class, we discuss why consumers behave the way they do. Using these theories developed primarily in psychology, behavioral economics, and marketing, we will try to predict how consumers will respond in different settings. This course uses readings (both books and articles) to drive insights and generate discussion.

Prerequisite: (Concurrent Prerequisite MBA 654 with a minimum grade of C) and (Completion of MBA Foundation Modules). Level Restriction: Include GR.

MBA 662 - Digital Marketing (3)

The Internet and advances in technologies for e-commerce, web design, mobile marketing, social media marketing, content marketing, search engine marketing, and web analytics/measurement are transforming how companies, brands, and individuals plan and practice strategic marketing. This course provides students with an understanding of how marketing is adapting and integrating these changes for the digital age.

Prerequisite: MBA 660 with a minimum grade of C. Level Restriction: Include GR.

MBA 664 - Project Management Fundamentals (3)

Course is patterned after the Project Management Institute concepts of project initiation, planning, execution, monitoring and controlling, and closure. This course also prepares students to take the Project Management Professional certification from the Project Management Institute.

Prerequisite: Concurrent Prerequisite MBA 654 with a minimum grade of C. Level Restriction: Include GR.

MBA 667 - Six Sigma (3)

This course explores six sigma - one of the most popular improvement methodologies leveraged by all types of organizations. The course will provide you the knowledge and hands-on experience with the most powerful tools used for six sigma projects. An optional benefit is the opportunity to take a certification exam and earn the Certified Six Sigma Green Belt designation.

Prerequisite: Concurrent Prerequisite MBA 654 with a minimum grade of C. Level Restriction: Include GR.

MBA 668 - Lean Transformation (3)

This course explores lean transformation - the number one improvement methodology designed for creating and maintaining a sustainable organization. The course will provide you the knowledge and hands-on experience with the most powerful tools used for lean transformations. An optional benefit is the opportunity to take a certification exam and earn the Certified Six Sigma Green Belt designation.

Prerequisite: Concurrent Prerequisite MBA 654 with a minimum grade of C. Level Restriction: Include GR.

MBA 669 - Advanced Supply Chain Management (3)

This course focuses on the improvement of supply chain processes and performance. This course focuses on four foundation perspectives: purchasing, operations, logistics and process integration.

Prerequisite: (Concurrent Prerequisite MBA 654 with a minimum grade of C) and (Completion of MBA Foundation Modules). Level Restriction: Include GR.

MBA 670 - Advanced Financial Management (3)

Course topics include time value of money, risk and return, capital budgeting, financial analysis and modeling, capital structure, working capital management, and international corporate finance. Advanced topics make use of case studies and/or simulation.

Prerequisite: (Concurrent Prerequisite MBA 654 with a minimum grade of C) and (Completion of MBA Foundation Modules). Level Restriction: Include GR.

MBA 675 - Healthcare Systems (3)

This course examines healthcare systems, their history and evolution.

Prerequisite: Concurrent Prerequisite MBA 654 with a minimum grade of C. Level Restriction: Include GR.

MBA 676 - Healthcare by the Numbers (3)

The goal of this course is to provide non-financial healthcare managers with the practical knowledge of healthcare finance, budgeting and reimbursement models and how to utilize this information in executive decision-making.

Prerequisite: MBA 654 with a minimum grade of C. Offered: Generally offered Fall, Spring, and/or Summer Annually. Level Restriction: Include GR.

MBA 677 - Managing Qualitative Issues in Healthcare Organizations (3)

This course will provide students with an overview of the healthcare related managerial issues leaders face. Topics will include ethics, technological trends, role of the generalist vs. specialist and strategic management in healthcare organizations.

Prerequisite: MBA 654 with a minimum grade of C. Level Restriction: Include GR.

MBA 681 - Talent Management (3)

Focuses on the creation of a competitive advantage through strategic human resources planning and staffing. Topics include job analysis, recruiting, assessment, succession planning, and retention. Also covers laws and regulations relative to the recruiting process.

Prerequisite: (Concurrent Prerequisite MBA 654 with a minimum grade of C) and (Completion of MBA Foundation Modules). Level Restriction: Include GR.

MBA 683 - Compensation, Rewards, and Performance Management (3)

Focuses on the effective design of an organization's compensation, total rewards, and performance management systems. Topics include total compensation systems that attract and retain talent, employee benefits and performance management.

Prerequisite: (Concurrent Prerequisite MBA 654 with a minimum grade of C) and (Completion of MBA Foundation Modules). Level Restriction: Include GR.

MBA 684 - Managing Organizational Change (3)

Introduces students to the major approaches used for managing both planned and unplanned organizational change. Reviews diagnostic techniques for identifying organizational problems and examines how strategic organizational change can achieve increased quality, productivity, and employee engagement.

Prerequisite: (Concurrent Prerequisite MBA 654 with a minimum grade of C) and (Completion of MBA Foundation Modules). Level Restriction: Include GR.

MBA 695 - Special Topics in Business (1-3)

A seminar course in various business content areas as need and opportunity arise.

Prerequisite: (Concurrent Prerequisite MBA 654 with a minimum grade of C) and (Completion of MBA Foundation Modules). Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles with no limits on the number of times it can be repeated.

MED - Mathematics Education

College of Natural and Health Sciences

School of Mathematical Sciences (p. 228)

MED 508 - Workshop (1-3)

A variety of workshops on special topics within the discipline. Goals and objectives will emphasize the acquisition of general knowledge and skills in the discipline.

Class Restriction: Exclude Freshman and Sophomore.

Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles with no limits on the number of times it can be repeated.

MED 513 - Professional Renewal (1-3)

Update skills and knowledge of professionals in the discipline. Goals and objectives will be specifically directed at individual professional enhancement rather than the acquisition of general discipline knowledge or methodologies. S/U or letter graded.

Class Restriction: Exclude Freshman and Sophomore.

Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles with no limits on the number of times it can be repeated.

MED 522 - Topics in Mathematics Teaching at the Middle Level (1-3)

A mathematics education course for current middle school teachers. Content includes mathematics education topics appropriate for teachers of middle level mathematics.

Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: Course may be repeated 6 times.

MED 523 - Teaching Algebra (3)

The course focuses on current research and practices of teaching, learning, and assessing algebra in secondary schools, including ways to support student thinking and teaching for understanding.

Level Restriction: Include GR.

MED 543 - Teaching Geometry (3)

The course focuses on current research and practices of teaching, learning, and assessing geometry in secondary schools, including ways to support student thinking and teaching for understanding.

Level Restriction: Include GR.

MED 550 - Teaching Applied Probability and Statistics (3)

The course focuses on current research and practices of teaching, learning, and assessing probability and statistics in secondary schools, including ways to support student thinking and teaching for understanding.

Level Restriction: Include GR.

MED 555 - Teaching Secondary Math for Understanding (3)

This course explores the knowledge and skills to elicit, understand, build on, and respond to student thinking. It provides expertise to support student learning and teach secondary mathematics for understanding.

Level Restriction: Include GR.

MED 560 - Culture in the Math Classroom (3)

This course examines ways to integrate knowledge of the role of culture in mathematics teaching and learning into mathematics instruction with the goal of developing students' internal motivation.

Level Restriction: Include GR.

MED 565 - Quantitative Reasoning in Secondary Mathematics (3)

We will analyze the mathematical and conceptual structure of quantities and relationships between quantities in secondary mathematics courses and explore pedagogy for teaching quantitative reasoning.

Level Restriction: Include GR.

MED 595 - Teaching Advanced Topics in Secondary School Mathematics (3)

The course focuses on current research and practices of teaching, learning, and assessing advanced topics in secondary schools.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

MED 599 - Action Research Project Seminar (3)

Students research a current problem in secondary mathematics education relevant to their teaching situation, developing goals, reviewing relevant literature and planning the project as they progress through the program.

Prerequisite: (MED 600 with a minimum grade of C) and (1 Course of MED 500-799 with a minimum grade of C).
Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

MED 600 - Introduction to Research in Mathematics Education (3)

Examination and critique of current research in mathematics education. A focus on research design, analysis and reporting of both qualitative and quantitative research.

Level Restriction: Include GR.

MED 610 - Survey of Research in Mathematics Education (3)

The goals of this course are to synthesize and re-conceptualize past research, suggest areas of research most useful to advancing the field and provide implications for classroom practice.

Level Restriction: Include GR.

MED 622 - Directed Studies (1-3)

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.)

Special Notes: Maximum concurrent enrollment is two times. Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: Course is repeatable with no limitations.

MED 645 - Interventions in Mathematics (3)

Students will develop knowledge and skills needed to be effective in providing interventions in mathematics for students with learning disabilities and in helping other teachers and paraprofessionals do the same.

Level Restriction: Include GR.

MED 654 - Seminar in College Mathematics Teaching (0 - 1)

Improvement of undergraduate mathematics teaching via active student-based learning and implementation of a learning cycle of informed practice and information gathering, reflection and analysis, and planning and modified practice. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

MED 673 - Teaching and Learning Mathematics on the Elementary Level (3)

To prepare elementary/middle school mathematics specialists. Includes mathematics review of number theory, geometry and other content, NCTM curriculum, professional and assessment standards, use of technology and manipulatives and research.

Level Restriction: Include GR.

MED 674 - Teaching and Learning Mathematics on the Secondary Level (3)

Address and evaluate specific problems in mathematics education. Allow students to examine curricular concerns, evaluation, teaching special populations and cognitive issues relating specifically to the secondary level.

Prerequisite: MED 610 with a minimum grade of C. Level Restriction: Include GR.

MED 675 - Teaching and Learning Mathematics on the Post-Secondary Level (3)

Address community college and undergraduate level mathematics education issues. Focus on current curriculum reform and research into learning and teaching on the post-secondary level.

Prerequisite: MED 610 with a minimum grade of C. Level Restriction: Include GR.

MED 678 - Special Topics (2-3)

No more than six hours may be applied to any one graduate degree. Prerequisites and topics announced in Schedule of Classes.

Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: Course may be repeated 2 times.

MED 680 - Teaching Math for Understanding I (3)

Must be an in-service math teacher or math teacher leader. Classroom and teacher leadership issues related to 1) variation in beliefs and practices underlying teaching math for understanding and 2) motivation, status, and affect in the mathematics classroom

Level Restriction: Include GR.

MED 681 - Teaching Math for Understanding II (3)

Must be an in-service math teacher or math teacher leader. Classroom and teacher leadership issues related to 1) using assessment to support teaching math for understanding and 2) providing all students with the opportunity to learn mathematics with understanding

Level Restriction: Include GR.

MED 682 - Implementing Mathematics Curriculum (3)

A course for developing the knowledge and skills needed to be an effective mathematics teacher leader with an emphasis on implementing a high-quality mathematics curriculum.

Level Restriction: Include GR.

MED 683 - Seminar in Equity and Diversity Issues in Mathematics Education (1-3)

Addresses cultural issues related to generating equity in K-12 mathematics. Each seminar focuses on a particular cultural issue, such as gender, ethnicity, race, and class. S/U graded.

Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: Course is repeatable with no limitations.

MED 684 - Mathematics Coaching (3)

Must be an in-service teacher or math teacher leader. Develop the knowledge and skills needed to be an effective mathematics coach.

Level Restriction: Include GR.

MED 685 - Math Teacher Leadership I (2)

Must be an in-service math teacher or math teacher leader. Knowledge and skills for mathematics teacher leadership including: leading change initiatives, managing conflict, designing math professional development, supporting cultural responsible teaching, and deepening pedagogical content knowledge for teaching mathematics.

Level Restriction: Include GR.

MED 686 - Math Teacher Leadership II (2)

Must be an in-service math teacher or teacher leader. This course focuses on the knowledge and skills to be an effective mathematics teacher leader by building and expanding on the content of MED 685.

Prerequisite: MED 685 with a minimum grade of C. Level Restriction: Include GR.

MED 687 - Math Teacher Leadership III (2)

Knowledge and skills for mathematics teacher leadership including: exploring general leadership, working with teachers, analyzing the interactions among culture, mathematics, teaching and learning, and deepening mathematics knowledge for teaching.

Level Restriction: Include GR.

MED 688 - Math Teacher Leadership IV (2)

This course focuses on the knowledge and skills to be an effective mathematics teacher leader by building on the content of MED 687.

Prerequisite: MED 687 with a minimum grade of C. Level Restriction: Include GR.

MED 700 - Cognitive Processes in Mathematics (3)

Analyze research concerning cognitive science in mathematics education. Conduct case study on cognition in mathematics.

Prerequisite: MED 610 with a minimum grade of C. Level Restriction: Include GR.

MED 701 - Quantitative Research in Mathematics Education (3)

Learn advanced research concepts and methods that are unique in the study of educational mathematics. Includes data analysis and advanced statistical techniques.

Prerequisite: (MED 610 and MATH 651 with a minimum grade of C). Level Restriction: Include GR.

MED 702 - Qualitative Research in Mathematics Education (3)

A focus on paradigms, issues and methods of qualitative research in mathematics education. This includes critical analysis of literature and of data collected from mathematics learning environments.

Prerequisite: MED 610 with a minimum grade of C. Level Restriction: Include GR.

MED 703 - Teaching and Learning K-12 Mathematics (3)

A focus on issues relevant to working with pre-service and in service K-12 mathematics teachers, and in promoting standards-based content, curriculum, pedagogy and assessment.

Prerequisite: MED 610 with a minimum grade of C. Level Restriction: Include GR.

MED 710 - Seminar in Post-Secondary Mathematics Teaching (1)

Curricular, pedagogical and ethical issues in college mathematics teaching. Students and faculty reflect on and discuss ways to improve and reform teaching. S/U graded.

Level Restriction: Include GR.

MED 750 - History and Philosophy of Mathematics Education (3)

An exploration of the underpinnings of current K-16 mathematics education by examining the historical development, perspectives and schools of thought that have influenced the teaching of mathematics.

Prerequisite: MED 700 with a minimum grade of C. Level Restriction: Include GR.

MED 766 - Research Design Seminar (3)

The course focuses on concrete issues of developing and conducting mathematics education research: picking a topic, developing problem statement, purpose, research questions, and relevant literature review. S/U graded.

Level Restriction: Include GR.

MET - Meteorology

College of Natural and Health Sciences

Department of Earth and Atmospheric Sciences (p. 227)

MET 501 - Dynamic Meteorology I (3)

The physical laws governing planetary and synoptic-scale atmospheric motions are developed mathematically based on conservation of mass, momentum, and energy.

Prerequisite: (MATH 233 and MET 315 and MET 320 and PHYS 240 with a minimum grade of C). Major/Minor Restriction: Include Earth Sciences Major(s). Class Restriction: Exclude Freshman and Sophomore.

MET 502 - Synoptic Meteorology (4)

(3 lecture, 2 laboratory) Use of weather data, manual analyses, and meteorological software tools in weather forecasting and case studies. Practice includes review of theory, student weather briefing, daily forecast, and statistical forecast verification.

Prerequisite: MET 501 with a minimum grade of C. Major/Minor Restriction: Include Earth Sciences Major(s). Class Restriction: Exclude Freshman and Sophomore.

MET 520 - Advanced Weather Prediction (4)

(3 lecture, 2 laboratory) Describes the principles of numerical weather prediction, modern forecast models, and their uses. Emphasis is placed on weather analysis, the advantages and limitations of numerical models, and advanced forecasting applications.

Prerequisite: (CS 101 with a minimum grade of C). Major/Minor Restriction: Include Earth Sciences Major(s). Class Restriction: Exclude Freshman and Sophomore.

MET 551 - Climatology (3)

Factors affecting climate; analytical methods used to study climatology, general circulation of the atmosphere, oceans, and the global energy balance. Introduction to global climate models, projects of climate change.

Class Restriction: Exclude Freshman and Sophomore.

MET 552 - Paleoclimatology (3)

Survey of climate history and methods of interpreting geological, paleontological, and paleobotanical climate proxies. Introduction to modeling, utility of using models to reconstruct past climate, and current research in paleoclimate.

Prerequisite: MET 205 with a minimum grade of C. Class Restriction: Exclude Freshman and Sophomore.

MET 562 - Extreme Mountain Weather (3)

Principles of extreme weather over complex terrain, Rocky Mountains, and Colorado Front Range. Fire weather, windstorms, air pollution, blizzards and snow avalanches, monsoon circulations, and forecast applications.

Level Restriction: Include GR.

MET 595 - Special Topics in Meteorology (1-4)

Explore topics in Meteorology beyond existing departmental offerings. Specific topics determined by student interest and instructor.

Class Restriction: Exclude Freshman and Sophomore. Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles with no limits on the number of times it can be repeated.

MET 622 - Directed Studies (1-3)

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.)

Special Notes: Maximum concurrent enrollment is two times. Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: Course is repeatable with no limitations.

MFT - Mathematics for Teachers

College of Natural and Health Sciences

School of Mathematical Sciences (p. 228)

MFT 514 - Geometry in Middle School Mathematics Teaching (3)

A combined mathematics/mathematics education course for current middle school teachers. Content includes measurement, symmetry, properties of figures, proof, and pedagogical content knowledge for teaching geometry at the middle grades. S/U or letter graded.

Level Restriction: Include GR.

MFT 515 - Number and Operations in Middle Level Mathematics Teaching (3)

A combined mathematics/mathematics education course for current middle school teachers. Content includes topics in number theory, arithmetic operations and their representations (algebraic and geometric), problem-solving, numerical patterns and formulas, and pedagogical content knowledge for teaching these topics in the middle grades, with particular emphasis on preparing students to enter algebra. S/U or letter graded.

Level Restriction: Include GR.

MFT 516 - Algebra in Middle Level Mathematics Teaching (3)

A combined mathematics/mathematics education course for current middle school teachers. Content includes algebraic representations of patterns, numbers, and functions and pedagogical content knowledge for teaching algebra at the middle grades. S/U or letter graded.

Level Restriction: Include GR.

MFT 517 - Data Analysis & Probability in Middle Level Mathematics Teaching (3)

A combined mathematics/mathematics education course for current middle school teachers. Content includes introductory notions of probability and basic descriptive statistics appropriate for teachers of middle level mathematics.

Level Restriction: Include GR.

MFT 518 - Proportional Reasoning for Middle Level Mathematics Teachers (3)

Students must be professional teachers who have taught either elementary or secondary school mathematics. Combined mathematics/mathematics education course for current middle school teachers. Content includes proportional reasoning; conceptual understanding of fractions, ratios, percents; structure of real numbers; pedagogical content knowledge for teaching these topics.

Level Restriction: Include GR.

MFT 520 - Survey of Mathematics (3)

A mathematics course for current middle school teachers. Content includes history and development of various aspects of mathematics from a problem-solving perspective. Course provides breadth in mathematics while connecting the topics covered to the middle school curriculum. Topics are chosen from: fractals, cardinality of sets, ethnomathematics, number theory, abstract algebra, combinatorics, and graph theory.

Class Restriction: Exclude Freshman and Sophomore.

MFT 522 - Topics in Middle Level Mathematics Teaching (3)

A combined mathematics/mathematics education course for current middle school teachers. Content includes mathematics topics appropriate for teachers of middle level mathematics.

Class Restriction: Exclude Freshman and Sophomore.
Course Attribute: Variable Title Course.

MFT 530 - Conceptions of Analytic Geometry and Calculus (3)

A mathematics course for current middle school teachers. Content includes history and development of various aspects of analytic geometry and calculus from a problem-solving perspective. Topics include: functions, basic concepts of trigonometry and basic concepts of calculus (rates of change, limits, finding area under curves). Topics will be approached from multiple perspectives and their connections to the middle school curriculum will be highlighted.

Class Restriction: Exclude Freshman and Sophomore.

MFT 540 - Mathematical Modeling and Problem Solving in Middle Level Mathematics Teaching (3)

Mathematics content course for current middle school teachers focusing on using mathematics to model real world problems using algebra content from the middle grades and technology.

Class Restriction: Exclude Freshman and Sophomore.

MUS - Music

College of Performing and Visual Arts

School of Music (p. 238)

MUS 501 - 18th Century Counterpoint (3)

Study through analysis and composition of counterpoint as found in the invention, canon, fugue and choral prelude.

Prerequisite: (MUS 401 and MUS 402 with a minimum grade of C). Level Restriction: Include GR.

MUS 502 - Harmony and Form (3)

Study 18th and early 19th century harmonic practice and tonality concepts.

Class Restriction: Exclude Freshman and Sophomore.

MUS 503 - Post-Tonal Music (3)

An overview of compositional approaches found in post-tonal music after 1900, and a survey of the standard analytical tools used for that body of music.

Class Restriction: Exclude Freshman and Sophomore and Junior.

MUS 504 - Music Theory Pedagogy (3)

Become familiar with methods and materials available for teaching AP and undergraduate music theory. Receive practical experience through observation and practice teaching under the guidance of qualified instructors.

Class Restriction: Exclude Freshman and Sophomore.

MUS 505 - Sixteenth Century Counterpoint (3)

Study the style of 16th century polyphonic music, emphasizing actual period music as well as theoretical concepts. Compose two-, three- and four voice motets.

Class Restriction: Exclude Freshman and Sophomore.

MUS 507 - History of Instruments and Instrumental Practices (3)

A historical study of the background and development of musical instruments, with emphasis on the related performance practices.

Class Restriction: Exclude Freshman and Sophomore.

MUS 508 - Workshop (1-4)

A variety of workshops on special topics within the discipline. Goals and objectives will emphasize the acquisition of general knowledge and skills in the discipline. S/U or letter graded.

Class Restriction: Exclude Freshman and Sophomore.
Course Attribute: Variable Title Course. Repeatable Status: Course is repeatable with no limitations.

MUS 509 - Electronic Music (3)

Describe materials used in electronic music and the techniques and equipment employed to transform and organize these into compositions. Students learn to use the synthesizer.

Class Restriction: Exclude Freshman and Sophomore.

MUS 510 - Vocal Pedagogy (2)

An introduction to the science and teaching of singing. Study of the skeletal system, muscles involved in breathing and phonation, vocal acoustics, and learning theories, past and present.

Class Restriction: Exclude Freshman and Sophomore.

MUS 511 - Wind Band Literature and Techniques (2)

A survey of the origins, development and historical significance of the wind band, including an overview of its literature, instrumentation and specific considerations for conducting this repertoire.

Class Restriction: Exclude Freshman and Sophomore.

MUS 512 - Symphonic Repertoire (2)

Historical overview of the symphony, opera, and ballet orchestras and their literature. Addresses questions of style, performance practice, and programming. Includes specific study of conducting considerations for this repertoire and a unit of study on music for younger orchestras.

Class Restriction: Exclude Freshman and Sophomore.

MUS 513 - Professional Renewal (1-3)

Update skills and knowledge of professionals in the discipline. Goals and objectives will be specifically directed at individual professional enhancement rather than the acquisition of general discipline knowledge or methodologies. S/U or letter graded.

Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: Course is repeatable with no limitations.

MUS 514 - String Chamber Music Literature, Styles, and Techniques (2)

Surveys the extensive range of string chamber music from Haydn to the present day, focusing on the canon. It is designed to inform string graduate students of the wealth of repertoire available, its technical and musical challenges, styles of performance, and programming considerations. Includes specific study of technical considerations for this repertoire and programming for college and pre-college chamber music programs.

Class Restriction: Exclude Freshman and Sophomore.

MUS 515 - Keyboard Literature I (2)

Sight reading at Level III or above required. The study of keyboard music from its earliest beginnings through the works of Frederic Chopin and Robert Schumann. Offered every other year.

Class Restriction: Exclude Freshman and Sophomore.

MUS 516 - Keyboard Literature II (2)

Sight reading at Level III or above required. Concentrate on keyboard works from Franz Liszt and Johannes Brahms through the twentieth century. Offered every other year.

Class Restriction: Exclude Freshman and Sophomore.

MUS 517 - Comprehensive String Pedagogy for String Players (3)

Pedagogy and practical application of technical literature from beginning through college preparatory for bowed stringed instruments (violin, viola, cello and bass). Teaching practicum is an integral part of the course.

Major/Minor Restriction: Include Music, Music Education Major(s). Class Restriction: Exclude Freshman and Sophomore.

MUS 518 - Foundation of Musical Leadership (2)

This is a seminar-based course examining leadership theory and research, and emphasizing the development of leadership and interpersonal skills through self-assessment case analysis, and experiential exercises.

Class Restriction: Exclude Freshman and Sophomore.

MUS 519 - Foundations of Music Education (3)

Study historical, philosophical and psychological issues and principles that provide the context for contemporary music education.

Class Restriction: Exclude Freshman and Sophomore.

MUS 520 - Music Theory for Educators (2)

This course covers diatonic and chromatic common-practice harmony, form, and 20th-century topics relevant to repertoire typically encountered by K-12 certified music teachers. Includes a unit on incorporating music theory pedagogy into the K-12 classroom. S/U or letter graded.

Class Restriction: Exclude Freshman and Sophomore.
Course Fee: Course Fee Required.

MUS 521 - Music Wellness: How to Stay Healthy in Performance and the Classroom (2)

This course will cover health maintenance and injury prevention among musicians. Healthy movement, as well as vocal, auditory, and mental health will be studied through reading and written assignments, as well as awareness and practical application in class.

Class Restriction: Exclude Freshman and Sophomore.

MUS 522 - The Pedagogy of Improvisation (2)

This course is a focus on the art of improvisation and how to effectively teach it.

Class Restriction: Exclude Freshman and Sophomore.

MUS 523 - Body Mapping (1)

Designed to help participants correct and refine their body map in order to sing and play music with healthy, efficient movement. This course will not provide information about technique but will give students the information they need to put their technique on a firm somatic foundation.

Level Restriction: Include GR. Course Fee: Course Fee Required.

MUS 524 - Technology for Music Educators (2)

This course will explore the role of digital technologies in creating, performing, and responding to music. An emphasis of the course will be the development of the students' Musical Technological Pedagogical and Content Knowledge (M-TPACK). The course is primarily designed for music teachers who wish to become more comfortable with technology and/or find technologies that are well-suited to the music classroom, through hands-on "play time." The technological focus of the class will include music notation software, MIDI and digital audio, instructional computer programs, Internet resources for music learning, social media, mobile apps, and productivity tools.

Class Restriction: Exclude Freshman and Sophomore.

MUS 525 - Teaching Music in Context (2)

This course illustrates ways music teachers can incorporate a humanities-based approach into their classroom teaching, ensembles, and private lessons for any age group. Lectures include demonstrations of humanities-based presentations as well as discussion. Assignments and Exams are designed to include practical application of the materials being presented.

Class Restriction: Exclude Freshman and Sophomore.

MUS 526 - Jazz Rhythm Section Workshop (1)

A listening workshop in jazz and commercial music for all instrumentalists. Topics will include important players, group communication, performance styles and classic rhythm sections.

Level Restriction: Include GR.

MUS 527 - Advanced Jazz Theory (2)

Advanced harmonic concepts in jazz including non-functional harmony, multi-tonic systems, advanced modal concepts, chord-scale relationships, and other aspects of contemporary harmonic practice in jazz music.

Class Restriction: Exclude Freshman and Sophomore.

MUS 532 - Beyond Talent: Career Development for Musicians (2)

This course will help prepare students for their professional careers by familiarizing them with a broad skill set necessary to succeed in the fast-changing music profession. Students will be guided to acquire the essential skills beyond musicianship by covering relevant topics through lectures, required reading, guest presentations, and the final project.

Class Restriction: Exclude Freshman and Sophomore.

MUS 533 - Curriculum Trends in Music Education (3)

Study curriculum trends in music education, including methods of teaching, curriculum development and aesthetic education.

Class Restriction: Exclude Freshman and Sophomore.

MUS 534 - Acting for Singers (2)

Instruction in the special needs of the singer/actor: staging of arias, improvisation, freeing the voice through movement.

Class Restriction: Exclude Freshman and Sophomore.

MUS 536 - German Art Song (2)

An introduction to the origins of the art song form with in-depth study of the German art song from its historical beginnings through the present day.

Class Restriction: Exclude Freshman and Sophomore.

MUS 538 - French/Italian Art Song (2)

Course in the performance of 19th and 20th century French and Italian Art Song with particular emphasis upon style, technical requirements and diction.

Class Restriction: Exclude Freshman and Sophomore.

MUS 539 - British/American Art Song (2)

In-depth study of British and American art song. Emphasis will be on research and performance of 20th century materials.

Class Restriction: Exclude Freshman and Sophomore.

MUS 540 - Techniques of Vocal Coaching for Pianists (2)

Acquaint piano students with musical style, performance practice, and interpretations appropriate to song literature, oratorio and opera.

Class Restriction: Exclude Freshman and Sophomore.

MUS 541 - Chamber Music Literature for Keyboard (2)

This course will acquaint students with literature for keyboard with other instruments, both in duos and larger ensembles.

Class Restriction: Exclude Freshman and Sophomore.

MUS 542 - Jazz Pedagogy (2)

Takes a pedagogical approach to the analysis of jazz ensemble scores, rehearsal techniques and rhythm sections. Looks at concert planning and audience building.

Major/Minor Restriction: Include Music, Music Education Major(s). Level Restriction: Include GR.

MUS 543 - Jazz Program Administration, Planning and Development (2)

Deal with public relations, grant writing, promotion, programming, recruiting and other aspects of the development of a Jazz Studies Program. Learn planning and follow-through of the annual Jazz Festival.

Major/Minor Restriction: Include Music, Music Education Major(s). Level Restriction: Include GR.

MUS 544 - Seminar in Jazz History (3)

An in-depth study of the history, historiography, and literature of jazz from its precursors to the present. Research, listening, and critical writing skills are stressed.

Class Restriction: Exclude Freshman and Sophomore.

MUS 546 - Arranging (2)

Fundamental considerations in arranging music for small instrumental jazz ensembles and vocal jazz groups. Stylistic elements of melody, harmony, rhythm, texture, and form. Details of notation, score preparation and layout.

Prerequisite: MUS 218 with a minimum grade of C. Class Restriction: Exclude Freshman and Sophomore. Course Fee: Course Fee Required.

MUS 547 - Advanced Arranging (2)

Discussion of common techniques used by great arrangers. Prepares students to write arrangements for large jazz ensemble and studio orchestra.

Prerequisite: MUS 546 with a minimum grade of C. Class Restriction: Exclude Freshman and Sophomore.

MUS 548 - Accompanying and Coaching I (2)

Acquaint students with necessary skills for collaborative performance through the study of listening, rhythm, sight reading, technique and 4-hand repertoire. Class performances required.

Class Restriction: Exclude Freshman and Sophomore. Repeatable Status: Course is repeatable with no limitations.

MUS 549 - Accompanying and Coaching II (2)

Acquaint students with skills needed for collaborative performance through score reduction and discussion, listening and performance of song and instrumental literature. Class performances required.

Prerequisite: MUS 548 with a minimum grade of C. Class Restriction: Exclude Freshman and Sophomore. Repeatable Status: Course is repeatable with no limitations.

MUS 550 - Score Reading and Analysis (1)

Analysis of wind/orchestral/choral literature. Relates analysis techniques to preparation and performance. Literature studied varies from semester to semester.

Class Restriction: Exclude Freshman and Sophomore. Repeatable Status: Course may be repeated 3 times.

MUS 551 - Individual Instruction in Conducting (1)

Study of advanced problems in instrumental conducting. Regular conducting experience with University ensembles is an integral part of the course.

Class Restriction: Exclude Freshman and Sophomore. Repeatable Status: Course is repeatable with no limitations. Course Fee: Private Music Lesson Fee Required.

MUS 552 - Piano Pedagogy I (2)

A one semester course concentrating on beginning piano and elementary musicianship. The course will provide a thorough introduction to methods, materials, resources, and techniques for teaching at the elementary level. Students will also survey a substantial amount of elementary to early intermediate piano repertoire.

Class Restriction: Exclude Freshman and Sophomore.

MUS 553 - Piano Pedagogy II (2)

A one semester course focusing on the intermediate to early advanced piano student curriculum. The course will provide a thorough overview of the technical and musical requirements needed to develop students at the intermediate to early advanced level. Students will also survey a substantial amount of intermediate to early advanced piano repertoire.

Prerequisite: MUS 552 with a minimum grade of C. Class Restriction: Exclude Freshman and Sophomore.

MUS 555 - Seminar in Jazz Composition (2)

Examination of compositional techniques in jazz styles. Analysis of works by important representative songwriters and composers.

Level Restriction: Include GR.

MUS 558 - Choral Literature and Techniques (2)

Examines selected choral orchestral works from the Baroque to the present. Includes specific study of conducting considerations for this repertoire.

Class Restriction: Exclude Freshman and Sophomore.

MUS 559 - Opera History and Literature (2)

Examine the historical significance and literature of the opera form from its precursors through the present time.

Class Restriction: Exclude Freshman and Sophomore.

MUS 560 - Opera Directing Seminar (1-3)

Study repertoire, floor plans, stage properties, hand properties, costume needs, make-up needs, and staging.

Class Restriction: Exclude Freshman and Sophomore.
Repeatable Status: Course is repeatable with no limitations.

MUS 561 - Vocal Coaching for Singers (1)

Instruction for graduate voice students in a studio class setting to deepen their understanding of the many elements that combine to make a successful performance of vocal music from a vocal coach's perspective: musical style, performance practice, language and interpretation appropriate to song literature, oratorio and opera.

Class Restriction: Exclude Freshman and Sophomore.
Repeatable Status: Course is repeatable with no limitations.

MUS 564 - Problems in Teaching Voice (2)

Emphasis is placed upon practical aspects of vocal pedagogy: repertoire selection, program building, learning theories and teaching concepts. Advanced studies in vocal acoustics and anatomy and vocal problems are included.

Prerequisite: MUS 510 with a minimum grade of C. Class Restriction: Exclude Freshman and Sophomore.

MUS 565 - Principles of Ensemble Intonation (1)

Examine various tuning temperaments, emphasizing concepts of 'just intonation' and its application to all flexible pitched ensembles. Employ electronic tuning devices with practical experience gained through small ensemble participation.

Class Restriction: Exclude Freshman and Sophomore.

MUS 580 - String Techniques for the Conductor (2)

The conductor will acquire the necessary skills to make musical and technical decisions based on a thorough understanding of orchestral string techniques.

Class Restriction: Exclude Freshman and Sophomore.

MUS 585 - Advanced Jazz Improvisation (2)

Study advanced jazz theory principles and apply to keyboard and other instrumental and vocal disciplines. Course content will change each semester.

Class Restriction: Exclude Freshman and Sophomore.
Repeatable Status: Course is repeatable with no limitations.

MUS 595 - Music Theory Seminar (3)

Graduate level seminar on a specified topic in music theory.

Special Notes: Prerequisites - Graduate students must have a passing grade on the Graduate Music Theory and Aural Skills Placement Exams, or have successfully completed MUS 401 and/or MUS 402. Undergraduate students eligible to take 500-level courses must have successfully completed MUS 302 Form and Analysis and have instructor approval. Class Restriction: Exclude Freshman and Sophomore. Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles with no limits on the number of times it can be repeated.

MUS 600 - Introduction to Musical Scholarship (2)

Examines attitudes and aims of the music scholar, studies in bibliography reference materials, sources, and editions. Required of all Master's of Music candidates. Must be taken as early as possible.

Level Restriction: Include GR.

MUS 603 - Analytical Studies in Music (3)

Mastery of traditional harmony required. Students analyze the structure of music.

Level Restriction: Include GR.

MUS 604 - Linear Analysis (3)

A study of the application of linear and graphic analysis to music, performance, and music theory.

Offered: Generally offered Spring Odd Years. Level Restriction: Include GR.

MUS 605 - English Diction (1)

Designed to increase proficiency in singing in English (British and American). Review the International Phonetic Alphabet (IPA), its rules and applications, and to strengthen the performance of choral, art song, oratorio and operatic repertoire. This course will focus on an intensified, systematic study of phonetics as it applies to singing and will increase the student's clarity of expression in those languages.

Level Restriction: Include GR.

MUS 606 - German Diction (1)

This course is designed for the graduate level, pre-professional singer who is ready to fine-tune their performance of operatic and art song repertoire by acquiring additional tools for correctly using the articulators, the International Phonetic Alphabet and the speech sounds of the different vowels and consonants.

Level Restriction: Include GR.

MUS 607 - French Diction (1)

This course is designed for the graduate level, pre-professional singer who is ready to fine-tune their performance of operatic and art song repertoire by acquiring additional tools for correctly using the articulators, the International Phonetic Alphabet and the speech sounds of the different vowels and consonants.

Level Restriction: Include GR.

MUS 608 - Italian Diction (1)

Designed to increase proficiency in singing in Italian using the International Phonetic Alphabet (IPA), its rules and applications, and to strengthen the performance of Italian repertoire. This course will focus on an intensified, systematic study of phonetics as it applies to singing and will increase the student's clarity of expression in those languages. Repertoire will be assigned by the instructor from the 26 Italian Art Songs text and from Italian operas to be determined.

Level Restriction: Include GR.

MUS 610 - Research in Music Education (3)

Develop concepts and skills for understanding and evaluating research in music education. Study the design and techniques of empirical research in music education. Complete research study to submit for publication.

Level Restriction: Include GR.

MUS 612 - Psychology of Music Teaching and Learning (3)

Introduces concepts of psychology in the acquisition and development of musical cognition, affect, and physiological response. Combines study of empirical research and practical approaches for use in the classroom.

Level Restriction: Include GR.

MUS 620 - Jazz Guitar Ensemble (1)

Auditions required. Comprised of several guitarists and a rhythm section, the jazz Guitar Ensemble studies and performs music from diverse jazz styles arranged for this specific combination of instruments.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

MUS 621 - Small Jazz Ensembles (1)

Open to any student by audition. Groups consist of rhythm section plus 3 or 4 horns. Groups are listed in Music degree section of this Catalog.

Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: Course is repeatable with no limitations.

MUS 622 - Directed Studies in Music (1-4)

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.)

Special Notes: Maximum concurrent enrollment is two times. Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: Course is repeatable with no limitations.

MUS 623 - Individual Studies in Effective Teaching (1-3)

Designed according to candidate's primary emphasis and satisfies the Seminar in Teaching (discipline) required of all D.A. candidates in Music.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 3 credit hours.

MUS 624 - Vocal Jazz Ensembles (1)

Audition required. Each ensemble limited to 20 voices: 4 sopranos, 4 altos, 4 tenors, 4 baritones, 4 basses, plus rhythm section and horns.

Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: Course is repeatable with no limitations.

MUS 625 - Jazz Ensembles (1)

Audition required. Instrumentation is brass, woodwind and rhythm. Concentrate on jazz idiom music: show and dance music and concert jazz. Receive thorough preparation for teaching at both secondary and college levels.

Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: Course is repeatable with no limitations.

MUS 626 - Orchestral Excerpts (1)

Emphasis is on professional level performance of standard orchestral literature at the graduate level.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

MUS 628 - UNC Early Music Ensemble (1)

NC Early Music Ensemble performs pre-Classical Era music in a historically informed style, on period instruments whenever possible. Repeatable, no limitations.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

MUS 629 - UNC Contemporary Music Ensemble (1)

The UNC Contemporary Music Ensemble performs music of our time, including modern masterpieces as well as commissioned works, in collaboration with composers whenever possible.

Level Restriction: Include GR. Course Attribute: Community Engaged Learning. Repeatable Status: Course is repeatable with no limitations. Course Fee: Course Fee Required.

MUS 630 - Small Ensembles and Chamber Music (1)

Small chamber groups that rehearse regularly and are coached by a faculty member.

Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: Course is repeatable with no limitations.

MUS 631 - Applied Music Instruction (1)

Individual instruction on technique, performance practice, and literature.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations. Course Fee: Private Music Lesson Fee Required.

MUS 632 - Music Composition Instruction (1)

Individual instruction in music composition.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations. Course Fee: Private Music Lesson Fee Required.

MUS 636 - Individual Instruction in Jazz (2)

Private instruction in performance practice, technical study, and literature relevant to jazz.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations. Course Fee: Private Music Lesson Fee Required.

MUS 637 - Individual Instruction in Jazz Composition (2)

Individual instruction in jazz composition.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations. Course Fee: Private Music Lesson Fee Required.

MUS 641 - The Standard Jazz Repertoire (1)

Students will become familiar with the large body of compositions that comprise the standard jazz repertoire. Course will include the study of composers, melodies, lyrics, chord progressions and recordings. Students will also learn techniques for song memorization.

Level Restriction: Include GR.

MUS 643 - Seminar: Medieval Music (3)

A study of musical style in its historical, theoretical and practical aspects during the Middle Ages.

Level Restriction: Include GR.

MUS 644 - Seminar: Music in the Renaissance (3)

A cultural and historical examination of music and musical style during the 15th and 16th centuries. Flemish composers, the Madrigal, the Venetian School and similar subjects will receive special attention.

Level Restriction: Include GR.

MUS 645 - Seminar: The Baroque Period (3)

Music from 1600 to 1750. Investigates opera from Florentine beginnings through Venetian, Neapolitan and French styles to 1750; growth of chamber, orchestral and solo instrumental music, and religious vocal music.

Level Restriction: Include GR.

MUS 646 - Seminar: The Classic Period (3)

Historical and cultural influences bearing upon emergence of 18th century classicism in music. The composers, representative works, forms, styles and media of the Classic era.

Level Restriction: Include GR.

MUS 647 - Seminar: The Romantic Period (3)

Representative composers, musical styles, works, related literary movements, aesthetic theories and musical criticism of the period will be researched and discussed.

Level Restriction: Include GR.

MUS 649 - Music History Pedagogy (3)

Surveys philosophical approaches and methods to the teaching of Music Appreciation, Music History, and more specialized courses.

Level Restriction: Include GR.

MUS 650 - Seminar: Choral Music (2)

A seminar to allow discussion of a variety of subjects related to choral literature. Individual projects will be assigned, calling for creative research.

Level Restriction: Include GR.

MUS 651 - Seminar in Music History: Debussy to 1945 (3)

This course studies the major trends in music from Debussy to 1945, accompanied by investigations into their social and cultural bases. Particular attention is devoted to the technical aspects of this music.

Level Restriction: Include GR.

MUS 652 - Seminar in Music History: 1945 to the Present (3)

This course is presented in three simultaneous components—history, analysis, and literature—and explores styles and development of a variety of movement that led directly to today's concert music. Surveys of serialism, minimalism, neo-Romanticism, and the influence of pop on music of today are included in this course emphasizing history, analysis, and literature.

Level Restriction: Include GR.

MUS 653 - Vocal Literature and Styles (3)

A study of the stylistic, aesthetic and repertorial aspects of vocal music, including opera and choral music, through the various historical periods in music.

Level Restriction: Include GR.

MUS 654 - UNC Alternative Styles Ensemble (1)

The UNC Alternative Styles Ensemble will explore non-classical styles and performance techniques through regular rehearsals and performances.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

MUS 655 - Health in Piano Playing and Teaching (3)

This seminar will sensitize students to issues of health pertinent to piano pedagogy. Students will learn to teach in ways that support the long-term physical and psychological health of their piano students. Topics such as anatomy for the pianist, injury avoidance, and motivation will be considered.

Program Restrictions: Include Music:Instrumental-MM and Music:Performance-DA and Music:Collaborative Piano-DA. Level Restriction: Include GR. Course Fee: Course Fee Required.

MUS 656 - UNC European Summer Opera Program (1-6)

Audition Required. Practical experience in the production and performance of a complete operatic works in professional productions in Europe. Techniques of acting, singing, character analysis and stage direction will be studied.

Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: Course is repeatable with no limitations.

MUS 657 - Instrumental Literature and Styles (3)

A study of the stylistic, aesthetic and repertorial aspects of instrumental music, including orchestral and chamber music, through the various historical periods in music.

Level Restriction: Include GR.

MUS 658 - Brass Pedagogy (3)

In-depth study of brass materials and performance techniques. Examines brass teaching problems encountered by teachers at the K-12 and college levels.

Level Restriction: Include GR.

MUS 659 - College Piano Teaching (3)

This seminar will prepare students to teach applied piano at the college level. It will be concerned primarily with pedagogical approaches to advanced repertoire typical for the undergraduate piano major. In-class teaching opportunities with real undergraduates will assist in honing teaching skills and gaining confidence teaching at the college level.

Level Restriction: Include GR. Course Fee: Course Fee Required.

MUS 661 - Percussion Pedagogy (2)

Explore advanced techniques, methods and materials related to all the percussion instruments.

Prerequisite: MUS 364 with a minimum grade of C. Level Restriction: Include GR.

MUS 662 - Woodwind Pedagogy (2)

In depth study of teaching material and techniques related to the flute, clarinet, saxophone, oboe, or bassoon.

Major/Minor Restriction: Include Music, Music Education Major(s). Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles with no limits on the number of times it can be repeated.

MUS 663 - Trumpet Literature and Pedagogy (2)

In depth study of literature and pedagogical techniques as related to the trumpet.

Major/Minor Restriction: Include Music Major(s). Level Restriction: Include GR.

MUS 664 - Seminar in Piano Pedagogy: Language, Culture and Piano Teaching (3)

This seminar will explore the many intersections of language, culture and piano teaching to enhance students' ability to teach effectively both within their native cultural context and outside it. The class is conceived for both native English speakers and students for whom English is a foreign language. No foreign language skills are required.

Level Restriction: Include GR.

MUS 665 - Individual Instruction in Collaborative Piano (2)

In depth study of repertoire and refinement of skills for the collaborative pianist.

Special Notes: Instructor consent required. Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations. Course Fee: Private Music Lesson Fee Required.

MUS 666 - Chamber Choir (1)

Audition Required. The UNC Chamber Choir is a highly select auditioned vocal ensemble typically comprised of 16 to 32 performers. The group performs a wide variety of choral chamber works in concerts throughout the year and may tour regularly.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

MUS 667 - University Symphony Orchestra (1)

Audition required. Comprised of the best string, wind, brass, and percussion players. Reads and performs standard orchestra repertoire. Performs on and off campus.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

MUS 668 - UNC Campus String Orchestra (1)

This course is open to all Graduate bowed string instrument players on campus (violin, viola, cello, bass). Players are expected to have several years of experience in order to be successful with the required repertoire. Each semester the Orchestra will rehearse and prepare for concerts on campus and/or in the community. **String majors are expected to audition for the UNC Symphony Orchestra each year before enrolling in Campus Orchestra (on their primary instrument).

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations. Course Fee: Course Fee Required.

MUS 670 - Individual Instruction in Voice (2)

Individual instruction on technique, performance practice and literature.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations. Course Fee: Private Music Lesson Fee Required.

MUS 671 - Individual Instruction in Piano (2)

Individual instruction on technique, performance practice and literature.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations. Course Fee: Private Music Lesson Fee Required.

MUS 672 - Individual Instruction in Folk and Bluegrass (2)

Individual instruction on technique, performance practice, and literature for performance majors.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations. Course Fee: Private Music Lesson Fee Required.

MUS 673 - Individual Instruction in Strings, Harp or Guitar (2)

Individual instruction on technique, performance practice and literature.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations. Course Fee: Private Music Lesson Fee Required.

MUS 674 - Individual Instruction in Woodwinds (2)

Individual instruction on technique, performance practice and literature.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations. Course Fee: Private Music Lesson Fee Required.

MUS 675 - Individual Instruction in Brass or Percussion (2)

Individual instruction on technique, performance practice and literature.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations. Course Fee: Private Music Lesson Fee Required.

MUS 677 - Individual Instruction in Composition (2)

Individual instruction in music composition.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations. Course Fee: Private Music Lesson Fee Required.

MUS 680 - Mixed Concert Choir (1)

Audition required. Limited to approximately 60-65 singers. Open to all students. The Choir performs a wide range of literature: classics to contemporary works. Widely recognized for its excellence, the Concert Choir performs concerts on campus and tours annually.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

MUS 681 - Women's Glee Club (1)

Audition required. Open to all female students. Performs on campus and joins with the Concert Choir in large masterworks with orchestra.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

MUS 682 - University Singers (1)

The University Singers is open to all the university community and performs a wide variety of choral repertoire, from Renaissance motets to contemporary works.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

MUS 684 - Men's Glee Club (1)

Audition required. Open to all male students. Performs on campus and in the community. Sings a wide variety of literature.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

MUS 685 - Performance in Opera Theatre (1)

Audition required. Practical experience in the production and performance of a complete operatic work. Techniques of acting, singing, character analysis and stage direction will be studied.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

MUS 686 - Scene Studies in Opera (1)

Audition required. Studying techniques of acting, singing, character analysis and stage deportment through the staging and performing of selected opera scenes and arias.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

MUS 688 - Concert Band (1)

Audition required. Comprised of music majors and students from other disciplines. Members perform a wide variety of interesting literature selected from standard and current repertoire.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

MUS 690 - Symphonic Band (1)

Audition required. Performs literature drawn from contemporary and traditional repertoire.

Major/Minor Restriction: Include Music, Music Education Major(s). Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

MUS 691 - Wind Ensemble (1)

Audition required. Comprised of the most outstanding wind and percussion majors in the School of Music. The ensemble performs a repertoire of works requiring from 8 to 35 performers.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

MUS 693 - Practicum in Music (1-4)

Supervised professional activity in the major field, approximately two hours per day. Two copies of a well-written paper must be filed with instructor before credit is given.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

MUS 694 - Master's Recital (2)

Student will prepare and present a public recital of suitable repertoire under the guidance of the applied studio professor.

Level Restriction: Include GR.

MUS 695 - Special Topics in Music (1-4)

A seminar covering areas in performance, research, education, history and theory that are of concern to the contemporary graduate student. Topics will vary according to student interest and needs.

Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles with no limits on the number of times it can be repeated.

MUS 699 - Thesis (1-6)

Consult respective area for specific requirements. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

MUS 700 - Introduction to Doctoral Research (3)

Analytical studies in music writing and research techniques for dissertation and field studies; survey critical problems in music; prepare research and proposal outlines.

Level Restriction: Include GR.

MUS 794 - Supervised Practicum in College Teaching (2)

Observe and practice college teaching under supervision and as a basis for analysis of learning experiences.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 6 credit hours.

MUS 797 - Doctoral Proposal Research (1-4)

Doctoral Proposal Research - Required of all doctoral students.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 4 credit hours.

MUS 799 - Doctoral Dissertation (1-12)

Doctoral Dissertation - Required of all doctoral candidates.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

NURS - Nursing

College of Natural and Health Sciences

School of Nursing (p. 229)

NURS 504 - Quality and Safety in Health Care Systems (3)

Application of quality of care and patient safety standards, performance measures, improvement methods and tools, and culture of safety principles within a healthcare organization/system

Major/Minor Restriction: Include Nursing, Nursing Major(s). Level Restriction: Include GR.

NURS 507 - Policy, Leadership and Nursing Issues (3)

Involves comprehensive investigation and analysis of health care systems, health policy, organizational theory and leadership theory and skills which are imperative in today's health care environment.

Major/Minor Restriction: Include Nursing, Nursing Major(s). Level Restriction: Include GR.

NURS 508 - Workshop (1-3)

A variety of workshops on special topics within the discipline. Goals and objectives will emphasize the acquisition of general knowledge and skills in the discipline. S/U or letter graded.

Class Restriction: Exclude Freshman and Sophomore.
Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles with no limits on the number of times it can be repeated.

NURS 513 - Professional Renewal (1-3)

Update skills and knowledge of professionals in the discipline. Goals and objectives will be specifically directed at individual professional enhancement rather than the acquisition of general knowledge or methodologies. S/U or letter grades.

Class Restriction: Exclude Freshman and Sophomore.
Course Attribute: Variable Title Course. Repeatable Status: Course is repeatable with no limitations.

NURS 601 - Theoretical Foundations for Advanced Nursing (3)

Introduction to interdisciplinary theoretical foundations for advanced nursing practice. Emphasis on the development, application, and critique of theories from nursing, social science, business and health care.

Major/Minor Restriction: Include Nursing, Nursing Major(s)/Minor(s). Level Restriction: Include GR.

NURS 606 - Research and Evidence-based Practice in Nursing (3)

Development of knowledge and skills for reviewing and ethically generating evidence as a basis for evidence-based clinical practice, nursing research, and quality improvement.

Major/Minor Restriction: Include Nursing, Nursing, Adult Gero Acute Nurs Prac Major(s). Level Restriction: Include GR.

NURS 608 - Advanced Health Care Concepts (3)

Application of quality and patient safety standards, performance measures, use of informatics, collaborative/interdisciplinary care, improvement methods and tools, health care finance and culture of safety within a healthcare organization.

Major/Minor Restriction: Include Nursing, Nursing Major(s). Level Restriction: Include GR.

NURS 609 - Foundations in Public Health for Advanced Practice Nurses (3)

This course examines the historical and conceptual basis of public health, key issues, advancements and the core functions of the public health system to advance the public's health.

Major/Minor Restriction: Include Nursing, Nursing, Adult Gero Acute Nurs Prac Major(s). Level Restriction: Include GR.

NURS 612 - Advanced Pharmacology (4)

Examine clinical pharmacokinetics and pharmacotherapeutics. Focus on selected drug groups and their safe and appropriate utilization in primary care practice.

Level Restriction: Include GR.

NURS 613 - Advanced Health Assessment (4)

(3 lecture, 2 laboratory) Emphasis is in health history taking, physical assessment and interviewing of individuals across the lifespan.

Prerequisite: (NURS 612 and NURS 614 with a minimum grade of B). Major/Minor Restriction: Include Nursing, Nursing Major(s). Level Restriction: Include GR. Course Fee: Assessment Fee Required and Course Fee Required.

NURS 614 - Advanced Pathophysiology (3)

Focus on pathophysiology, symptomology and etiology of commonly encountered acute and chronic clinical entities of children and adults.

Level Restriction: Include GR.

NURS 616 - Measurement of Clinical Outcomes for Advanced Nursing Practice (3)

Introduction to the measurement, interpretation and presentation of healthcare outcomes with focus on quality, effectiveness, and organizational performance. Integrates the application and integration of statistical tools to identify relevant outcomes.

Major/Minor Restriction: Include Nursing, Nursing, Nursing Education Major(s). Level Restriction: Include GR.

NURS 618 - Epidemiology in Advance Nursing Practice (3)

Principles of epidemiology and understanding of biostatistics will be applied to population management of disease and intervention strategies.

Program Restrictions: Include Nursing-DNP and Nursing-DNP and Nursing:AGACNP-DNP and Nursing:AGACNP-DNP and Nursing:Family Nurs Prac-DNP and Nursing:Family Nurs Prac-DNP. Major/Minor Restriction: Include Nursing Major(s). Level Restriction: Include GR.

NURS 621 - Management of Clinical Outcomes (4)

(3 Lecture, 3 Practicum) Introduction to the management and improvement of clinical outcomes for individuals, families and populations within the care delivery system.

Program Restrictions: Include Nursing:Lead Qual & Safety-MSN. Level Restriction: Include GR. Course Fee: Supervision Fee Required.

NURS 622 - Directed Studies (1-3)

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.)

Special Notes: Maximum concurrent enrollment is two times. Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: Course is repeatable with no limitations.

NURS 624 - Health Promotion and Disease Prevention in Advanced Practice of Nursing (3)

Prepares the APN student to plan and implement health promotion and disease prevention strategies to assist in maintaining and improving the health of patients, families and communities.

Major/Minor Restriction: Include Family Nurse Practitioner Cert, Nursing, Nursing, Adult Gero Acute Nurs Prac Major(s)/Minor(s). Level Restriction: Include GR.

NURS 626 - Management of Care Environment (4)

(3 Lecture, 3 Practicum) Introduction to the management and improvement of the care environment for individuals, families and populations within the care delivery system.

Program Restrictions: Include Nursing:Lead Qual & Safety-MSN. Level Restriction: Include GR. Course Fee: Supervision Fee Required.

NURS 628 - Information Technology in Health Care (3)

Use and application of computerized systems to clinical decision strategies for advanced practice nurses in the areas of quality management.

Major/Minor Restriction: Include Nursing Major(s). Level Restriction: Include GR.

NURS 631 - Teaching Strategies for Practice and Academic Settings (3)

(2 Lecture, 3 Practicum) Development of knowledge about teaching students, staff and clients in academic and practice settings.

Program Restrictions: Include Nursing:Lead Qual & Safety-MSN. Level Restriction: Include GR. Course Fee: Supervision Fee Required.

NURS 632 - Clinical Instruction and Precepting in Nursing (3)

Development of theoretical and practical knowledge to support successful transition from a clinical expert role to that of a clinical instructor/preceptor.

Level Restriction: Include GR.

NURS 638 - Concepts in Advanced Evidence-Based Practice (3)

Emphasis is on the systematic evaluation and use of current best evidence to make decisions about clinical practice and health care systems.

Major/Minor Restriction: Include Nursing, Nursing Major(s). Level Restriction: Include GR.

NURS 646 - Integrative Clinical Concepts (4)

Introduction and overview of the integrative concepts of pathophysiology, pharmacology, and health assessment within the context of individual, family, and populations.

Major/Minor Restriction: Include Nursing, Nursing, Nursing Education Major(s). Level Restriction: Include GR.

NURS 651 - Adult Gerontology Acute Care I (3)

Develops the foundation for advanced nursing practice including management of adults with acute and chronic health problems through the lifespan focusing on cardiovascular, pulmonary, gastrointestinal and neurological systems.

Major/Minor Restriction: Include Nursing, Nursing, Nursing Education, Adult Gero Acute Nurs Prac Major(s).
Level Restriction: Include GR.

NURS 652 - Adult Gerontology Acute Care II (3)

Develops the foundation for advanced nursing practice including management of adults with acute and chronic health problems through the lifespan including genitourinary, endocrine, musculoskeletal, hematological, immunological, and integumentary systems.

Prerequisite: NURS 651 with a minimum grade of B.
Major/Minor Restriction: Include Nursing Education, Nursing, Nursing, Adult Gero Acute Nurs Prac Major(s).
Level Restriction: Include GR.

NURS 653 - Adult Gerontology Acute Care III (3)

Prepares students to assess, diagnose, and manage adult patients with complex-acute and complex-critical health care alterations. Diagnostic test interpretation, including EKG and radiologic evaluation, is integrated to enhance clinical decision-making.

Prerequisite: NURS 652 with a minimum grade of B.
Major/Minor Restriction: Include Nursing, Nursing Education, Nursing, Adult Gero Acute Nurs Prac Major(s).
Level Restriction: Include GR.

NURS 654 - Acute Care of Adults (3)

(2.5 lecture, 1 laboratory) Application of theoretical and research based developmental approaches to primary care of adults with acute episodic conditions.

Prerequisite: NURS 613 with a minimum grade of B.
Offered: Generally offered Spring Annually. Major/Minor Restriction: Include Family Nursing Practitioner, Family Nurse Practitioner Cert Major(s)/Minor(s). Level Restriction: Include GR. Course Fee: Assessment Fee Required and Course Fee Required.

NURS 656 - Care of Chronic Illness in Adults (3)

(2.5 lecture, 1 laboratory) Application of theoretical and research based developmental approaches to primary health care of adults with chronic illness.

Prerequisite: NURS 613 with a minimum grade of B.
Offered: Generally offered Spring Annually. Major/Minor Restriction: Include Family Nurse Practitioner, Family Nurse Practitioner Cert Major(s)/Minor(s). Level Restriction: Include GR. Course Fee: Assessment Fee Required and Course Fee Required.

NURS 658 - Applied Nursing Genomics (3)

A genomics focus on concepts of prevention, screening, diagnostics, prognostics, selection of treatment, and monitoring of treatment effectiveness for individuals and aggregates within cultural and ethical care contexts.

Major/Minor Restriction: Include Nursing Major(s). Level Restriction: Include GR.

NURS 661 - Planning and Evaluating Education in Practice and Academic Settings (3)

Focus on development of education programs in health care settings and academic nursing. Includes evaluation of teaching and learning.

Level Restriction: Include GR.

NURS 662 - Advanced Emergency Care I (3)

Develops the foundation for advanced practice management of patients across the lifespan with acute (urgent and emergent) health problems.

Major/Minor Restriction: Include Nursing Major(s). Level Restriction: Include GR.

NURS 663 - Emergency Procedures & Lab I (1)

Critical skills intensive focusing on advanced practice skills for the emergency care environment including: airway management, chest tube insertion, central line insertion and management, ultrasound, lumbar puncture, and suturing. S/U graded.

Major/Minor Restriction: Include Emergency Nurse Pract Cert Major(s). Level Restriction: Include GR. Course Fee: Assessment Fee Required and Course Fee Required and Participation Fee Required and Supervision Fee Required.

NURS 664 - ENP Clinical I (2)

The focus of this first clinical course is the beginning application of didactic and simulated learning to the live clinical setting. S/U graded.

Prerequisite: (Concurrent Prerequisite NURS 662 with a minimum grade of B) and (Concurrent Prerequisite NURS 663 with a minimum grade of S). Major/Minor Restriction: Include Emergency Nurse Pract Cert Major(s). Level Restriction: Include GR. Course Fee: Participation Fee Required and Supervision Fee Required.

NURS 668 - Population Centered Health Care (3)

Examines perspectives of population based health care across the life span from a community and global perspective.

Major/Minor Restriction: Include Nursing, Nursing Major(s). Level Restriction: Include GR.

NURS 671 - Advanced Emergency Care II (3)

This course continues the development of advanced practice management of patients across the lifespan with acute (urgent and emergent) health problems.

Prerequisite: (NURS 662 with a minimum grade of B) and (NURS 663 with a minimum grade of S) and (NURS 664 with a minimum grade of S). Major/Minor Restriction: Include Nursing Major(s). Level Restriction: Include GR.

NURS 672 - Emergency Procedures and Lab II (1)

Critical skills intensive focusing on advanced practice skills for the emergency care environment including: airway management, intraosseous access management, ultrasound and simulation with standardized patients. S/U graded.

Major/Minor Restriction: Include Emergency Nurse Pract Cert Major(s). Level Restriction: Include GR. Course Fee: Assessment Fee Required and Course Fee Required and Participation Fee Required and Supervision Fee Required.

NURS 673 - ENP Clinical II (2)

This course provides for intermediate application of didactic and simulated learning in the live emergency care. S/U graded.

Prerequisite: (NURS 662 and Concurrent Prerequisite NURS 671 with a minimum grade of B) and (NURS 663 and Concurrent Prerequisite NURS 672 with a minimum grade of S). Major/Minor Restriction: Include Emergency Nurse Pract Cert Major(s). Level Restriction: Include GR. Course Fee: Participation Fee Required and Supervision Fee Required.

NURS 674 - Care of Women and Pediatric Populations (3)

(2 lecture, 2 laboratory) Application of theoretical and research-based developmental approaches to primary health care of families with particular emphasis on care of women, obstetric, and pediatric populations.

Prerequisite: (NURS 654 and NURS 656 with a minimum grade of B). Major/Minor Restriction: Include Family Nurse Practitioner, Family Nurse Practitioner Cert Major(s)/Minor(s). Level Restriction: Include GR. Course Fee: Assessment Fee Required and Course Fee Required.

NURS 675 - FNP Clinical I (2)

The focus of this course is application of didactic and simulated learning in FNP diagnosis and management courses to the live clinical setting. S/U graded.

Prerequisite: (NURS 654 and NURS 656 with a minimum grade of B). Major/Minor Restriction: Include Family Nurse Practitioner, Family Nurse Practitioner Cert Major(s)/Minor(s). Level Restriction: Include GR. Course Fee: Participation Fee Required and Supervision Fee Required.

NURS 676 - FNP Advanced Clinical Topics (2)

Application of theoretical and research based developmental approaches to complex, advanced clinical topics seen in the primary care setting.

Prerequisite: (NURS 654 and NURS 656 with a minimum grade of B). Major/Minor Restriction: Include Adult Gero Acute Nurs Prac, Nursing, Nursing, Family Nurse Practitioner Cert Major(s). Level Restriction: Include GR.

NURS 677 - FNP Clinical II (4)

The focus of this course is application of didactic and simulated learning FNP diagnosis and management courses to the live clinical setting. S/U graded.

Prerequisite: (NURS 654 and NURS 656 and NURS 674 with a minimum grade of B). Major/Minor Restriction: Include Family Nurse Practitioner, Family Nurse Practitioner Cert Major(s)/Minor(s). Level Restriction: Include GR. Course Fee: Participation Fee Required and Supervision Fee Required.

NURS 678 - Professional Practice and Healthcare Finance Seminar (3)

(2 lecture, 3 practicum) Forty-five hours applied practicum arranged. Comprehensive economic investigation of health planning, organization, personnel, payment systems and care cost effectiveness in health care delivery systems.

Program Restrictions: Include Nursing-DNP and Nursing-DNP and Nursing:AGACNP-DNP and Nursing:AGACNP-DNP and Nursing:Family Nurs Prac-DNP and Nursing:Family Nurs Prac-DNP. Major/Minor Restriction: Include Nursing Major(s). Level Restriction: Include GR.

NURS 679 - Technology in Healthcare Education (3)

Course is designed for graduate students who will function in a healthcare educator role. Use of virtual, distance/online, simulation and emerging technologies, in education of healthcare professionals will be examined.

Level Restriction: Include GR.

NURS 682 - AGACNP Practicum I (3)

Clinical experience focusing on assessment, diagnosis, and management of illness/injury states in adult healthcare settings integrating evidence-based practice to improve quality of care and health outcomes. S/U graded.

Prerequisite: NURS 651 with a minimum grade of B. Major/Minor Restriction: Include Nursing, Nursing Education, Nursing, Adult Gero Acute Nurs Prac Major(s). Level Restriction: Include GR. Course Fee: Supervision Fee Required.

NURS 683 - AGACNP Practicum II (2)

Clinical experience focusing on management of patients through transitions of care with an emphasis on underserved, rural, vulnerable and elder populations. S/U graded.

Prerequisite: (NURS 652 with a minimum grade of B) and (NURS 682 with a minimum grade of S). Major/Minor Restriction: Include Nursing, Nursing Education, Nursing, Adult Gero Acute Nurs Prac Major(s). Level Restriction: Include GR. Course Fee: Participation Fee Required and Supervision Fee Required.

NURS 684 - AGACNP Acute Care Skills (1)

(2 laboratory) Critical skills intensive focusing on advanced practice skills for the acute care environment including: airway management, chest tube insertion, central line insertion and management, ultrasound, lumbar puncture, and suturing. S/U graded.

Prerequisite: (NURS 652 with a minimum grade of B) and (NURS 682 with a minimum grade of S). Offered: Generally offered Summer Annually. Major/Minor Restriction: Include Nursing, Adult Gero Acute Nurs Prac Major(s). Level Restriction: Include GR. Course Fee: Assessment Fee Required and Course Fee Required and Participation Fee Required and Supervision Fee Required.

NURS 685 - DNP Practicum (1-7)

Applied practicum arranged (45 hours = 1 credit). Practicum in hospital, community, and primary care settings focusing on clinical prevention and population based health care. S/U graded.

Major/Minor Restriction: Include Nursing Major(s). Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

NURS 686 - AGACNP Practicum III (3)

Clinical experience designed to enhance clinical decision making in the management of unstable chronic, complex acute, and critical conditions in adults across the lifespan. S/U graded.

Prerequisite: (NURS 683 and NURS 684 with a minimum grade of S). Corequisite: NURS 653. Major/Minor Restriction: Include Nursing, Nursing Education, Nursing, Adult Gero Acute Nurs Prac Major(s). Level Restriction: Include GR. Course Fee: Supervision Fee Required.

NURS 687 - Advanced Role Practicum and Capstone (1-6)

Clinical experiences and capstone project provide the student the opportunity to translate and integrate scholarship into best practice and begin evidence based advanced nursing practice.

Major/Minor Restriction: Include Nursing, Nursing Major(s). Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 6 credit hours.

NURS 688 - Advanced Nursing Leadership in Health Care Systems (3)

45 hours applied practicum arranged. Analyzes the structure and organization of health care delivery systems including population-based, acute and ambulatory health care. The roles of the DNP in organizational and systems policy are addressed.

Major/Minor Restriction: Include Nursing Major(s). Level Restriction: Include GR.

NURS 689 - FNP Clinical Synthesis (1-6)

Application of didactic and simulated learning of FNP coursework to the live clinical setting. S/U graded.

Prerequisite: (NURS 654 and NURS 656 and NURS 674 and NURS 676 and Concurrent Prerequisite NURS 690 with a minimum grade of B) and (NURS 675 and NURS 677 with a minimum grade of S). Major/Minor Restriction: Include Family Nurse Practitioner, Family Nurse Practitioner Cert Major(s)/Minor(s). Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 6 credit hours. Course Fee: Participation Fee Required and Supervision Fee Required.

NURS 690 - Advanced Professional Role (2)

Advanced practice role development in health maintenance and illness management is examined from several perspectives.

Major/Minor Restriction: Include Family Nurse Practitioner Cert, Nursing, Nursing, Adult Gero Acute Nurs Prac Major(s)/Minor(s). Level Restriction: Include GR.

NURS 692 - ENP Clinical Synthesis (4)

The focus of this final clinical course is advanced application of didactic, simulated, and clinical learning to the live emergency care setting. S/U graded.

Prerequisite: (NURS 662 with a minimum grade of B) and (NURS 663 with a minimum grade of S) and (NURS 664 with a minimum grade of S) and (NURS 671 with a minimum grade of B) and (NURS 672 with a minimum grade of S) and (NURS 673 with a minimum grade of S). Major/Minor Restriction: Include Emergency Nurse Pract Cert Major(s). Level Restriction: Include GR. Course Fee: Supervision Fee Required and Participation Fee Required.

NURS 693 - AGACNP Synthesis Practicum (4)

Culminating synthesis practicum emphasizing the role of the AGACNP in an inter-professional environment selected with the student's clinical expertise and career goals in mind. S/U graded.

Prerequisite: (NURS 653 with a minimum grade of B) and (NURS 686 with a minimum grade of S). Major/Minor Restriction: Include Nursing, Nursing Education, Nursing, Adult Gero Acute Nurs Prac Major(s). Level Restriction: Include GR. Course Fee: Supervision Fee Required.

NURS 695 - Advanced Academic Nursing Roles (3)

Focuses on developing knowledge about faculty, leader and administrator roles in academic nursing education.

Level Restriction: Include GR.

NURS 697 - Scholarship of Advanced Nursing Practice (2)

Content emphasizes the application of the integrated skills of critical analysis and synthesis of evidence related to clinical practice. S/U graded.

Prerequisite: (NURS 507 and NURS 601 and NURS 606 and NURS 608 and NURS 612 and NURS 613 and NURS 614 and NURS 624 with a minimum grade of B). Major/Minor Restriction: Include Nursing Major(s). Level Restriction: Include GR.

NURS 699 - Thesis (1-6)

Terminal program course. All other courses should be taken before or concurrently. Guided research project that demonstrates evidence of original thought as well as advanced knowledge of the research process. S/U graded.

Major/Minor Restriction: Include Nursing Major(s). Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

NURS 700 - Advanced Nursing Theory (3)

The focus of this course is nursing knowledge development and the underpinnings of nursing science, practice and education.

Major/Minor Restriction: Include Nursing Major(s)/Minor(s). Level Restriction: Include GR.

NURS 702 - Advanced Concepts of Vulnerable Underserved Populations (3)

Examines contextual contributors to development of vulnerable populations and public response. Implications for nursing research and practice are explored.

Program Restrictions: Include Nursing Education-PHD and Nursing Education-PHD. Major/Minor Restriction: Include Nursing Education Major(s). Level Restriction: Include GR.

NURS 703 - Philosophical Underpinnings of Nursing Science (3)

This course provides a history of philosophical and scientific thinking and its impact on the discipline of nursing, knowledge development in nursing and nursing science.

Major/Minor Restriction: Include Nursing, Nursing, Nursing Education Major(s). Level Restriction: Include GR.

NURS 707 - Leadership in Health Policy (3)

Integrates theory and empirical research about leadership and health policy. Participates in the policy development process.

Major/Minor Restriction: Include Nursing, Nursing Education Major(s). Level Restriction: Include GR.

NURS 710 - Measurement of Nursing Student Outcomes (3)

Emphasis on needs assessment, instrument analysis, measurement, analysis and evaluation of student outcomes in nursing education.

Program Restrictions: Include Nursing Education-PHD and Nursing Education-PHD. Major/Minor Restriction: Include Nursing Education Major(s). Level Restriction: Include GR.

NURS 711 - Advanced Theory and Knowledge Development in Nursing (3)

This course explores theoretical elements and their impact on nursing knowledge development and the translation of nursing research to pedagogy and practice.

Major/Minor Restriction: Include Nursing Education, Nursing, Nursing Major(s). Level Restriction: Include GR.

NURS 723 - Design, Methods and Analysis in Health Care Research, Part I (3)

Introduction to doctoral level in-depth study of the integrated principles of design, methods and analysis in the conduct of quantitative health care research.

Major/Minor Restriction: Include Nursing, Nursing Education, Nursing Major(s). Level Restriction: Include GR.

NURS 724 - Design, Methods and Analysis in Health Care Research, Part II (3)

Provides in-depth study of the integrated principles of design, methods and analysis in the conduct of quantitative health care research.

Prerequisite: NURS 723 with a minimum grade of B. Major/Minor Restriction: Include Nursing, Nursing Education, Nursing Major(s). Level Restriction: Include GR.

NURS 725 - Translational Research Methods (3)

In-depth application of the integrated principles of both quantitative and qualitative design, methods and analysis as they relate to the translation of evidence into practice.

Prerequisite: (NURS 723 and NURS 724 with a minimum grade of B). Major/Minor Restriction: Include Adult Gero Acute Nurs Prac, Nursing, Nursing, Nursing Education Major(s). Level Restriction: Include GR.

NURS 726 - Introduction to the DNP Scholarly Project (4)

Introduction to the DNP Scholarly Project emphasizing the application of the integrated principles of proposal development, research design and the measurement of clinical outcomes.

Prerequisite: NURS 723 with a minimum grade of B.
Program Restrictions: Include Nursing-DNP and Nursing-DNP and Nursing:Family Nurs Prac-DNP and Nursing:AGACNP-DNP. Level Restriction: Include GR.

NURS 727 - DNP Scholarly Project Proposal Development and Defense (4)

Provides advanced in-depth study, emphasizing the intensive development and defense of the DNP Scholarly Project Proposal.

Prerequisite: NURS 726 with a minimum grade of B.
Program Restrictions: Include Nursing-DNP and Nursing-DNP and Nursing:Family Nurs Prac-DNP and Nursing:AGACNP-DNP. Level Restriction: Include GR-Graduate.

NURS 730 - The Scholarship of Teaching and Practice in Nursing Education (2)

This course is designed to prepare the learner for scholarship in nursing education, publication, presentation and grant writing activities.

Program Restrictions: Include Nursing Education-PHD and Nursing Education-PHD. Major/Minor Restriction: Include Nursing Education Major(s). Level Restriction: Include GR.

NURS 741 - Evidence-Based Teaching (3)

Builds knowledge and skill with instructional planning, development, delivery, and evaluation in classroom and clinical settings. Focus on existing and developing evidence for teaching strategies.

Program Restrictions: Include Nursing Education-PHD and Nursing Education-PHD. Major/Minor Restriction: Include Nursing Education Major(s). Level Restriction: Include GR.

NURS 760 - Advanced Nursing Curriculum Design and Program Evaluation (3)

Examines a range of contextual and professional influences on curriculum development and program evaluation in nursing education.

Program Restrictions: Include Nursing Education-PHD and Nursing Education-PHD. Major/Minor Restriction: Include Nursing Education Major(s). Level Restriction: Include GR.

NURS 780 - The Professorial Role in Nursing Education (3)

Involves comprehensive investigation of the academic nursing role in higher education relative to administration, student issues, program requirements and faculty expectations.

Major/Minor Restriction: Include Nursing, Nursing, Nursing Education Major(s). Degree Restriction: Include DNP and PHD. Level Restriction: Include GR.

NURS 790 - Doctoral Research Colloquium (3)

Exploring the nature of doctoral research in nursing and nursing scholarship. Examination of phenomena of interest for dissertation proposals begins.

Program Restrictions: Include Nursing Education-PHD and Nursing Education-PHD. Major/Minor Restriction: Include Nursing Education Major(s). Level Restriction: Include GR.

NURS 791 - DNP Seminar I (1)

Engage students in discussion surrounding DNP essential concepts, development of research knowledge and trajectory, and acculturation to the DNP role with special emphasis on developing the concept of interest.

Corequisite: NURS 723. Major/Minor Restriction: Include Nursing Major(s). Level Restriction: Include GR.

NURS 792 - DNP Seminar II (1)

Engage students in discussion surrounding DNP essential concepts, development of research knowledge and trajectory, and acculturation to the DNP role with special emphasis on developing evidence for practice change.

Prerequisite: NURS 791 with a minimum grade of B.
Major/Minor Restriction: Include Nursing Major(s). Level Restriction: Include GR.

NURS 793 - DNP Seminar III (1)

Engage students in discussion surrounding DNP essential concepts, development of research knowledge and trajectory, and acculturation to the DNP role with special emphasis on research design and methods.

Prerequisite: NURS 792 with a minimum grade of B.
Major/Minor Restriction: Include Nursing Major(s). Level Restriction: Include GR.

NURS 795 - DNP Scholarly Project Proposal Seminar (2)

The Capstone project reflects synthesis and application of evidence-based practice in advanced nursing practice and health care. The course facilitates the development of the Capstone and launches the project.

Major/Minor Restriction: Include Nursing Major(s). Level Restriction: Include GR.

NURS 796 - DNP Capstone Project (1-4)

For a total of 180 contact hours. The Capstone project reflects synthesis and application of evidence-based practice in advanced nursing practice and health care. The Capstone project must be approved by and defended to the capstone committee.

Major/Minor Restriction: Include Nursing Major(s). Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 4 credit hours.

NURS 797 - Doctoral Proposal Research (1-4)

All doctoral students must earn 4 hours as partial fulfillment of requirements for the doctorate. Supports development of dissertation research proposal. S/U graded.

Program Restrictions: Include Nursing Education-PHD and Nursing Education-PHD. Major/Minor Restriction: Include Nursing Education Major(s). Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 4 credit hours.

NURS 798 - DNP Scholarly Project Practicum (1-12)

The DNP project reflects synthesis and application of evidence-based practice and translational research. S/U graded.

Prerequisite: NURS 793 with a minimum grade of B. Major/Minor Restriction: Include Nursing Major(s). Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 12 credit hours.

NURS 799 - Doctoral Dissertation (1-12)

All doctoral students must earn 12 hours as partial fulfillment of requirements for the doctorate. Dissertation must be approved by and defended to the dissertation committee. S/U graded.

Program Restrictions: Include Nursing Education-PHD and Nursing Education-PHD. Major/Minor Restriction: Include Nursing Education Major(s). Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 12 credit hours.

NURS 999 - Graduate School Continuous Registration (1)

To permit a graduate student to continue making progress in a degree program. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

OCN - Oceanography

College of Natural and Health Sciences

Department of Earth and Atmospheric Sciences (p. 227)

OCN 622 - Directed Studies (1-4)

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.)

Special Notes: Maximum concurrent enrollment is two times. Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: Course is repeatable with no limitations.

PHYS - Physics

College of Natural and Health Sciences

Department of Physics and Astronomy

PHYS 508 - Physics Workshop (1-4)

A physics subject matter workshop course designed to improve the physics content background of teachers.

Class Restriction: Exclude Freshman and Sophomore. Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles with no limits on the number of times it can be repeated.

PSY - Psychology

College of Education and Behavioral Sciences

School of Psychological Sciences (p. 202)

PSY 500 - Educational Psychology for Teachers (3)

This course is designed to be an in-depth overview of research and theory on learning and cognition, social and personal development, individual differences, motivation and assessment of student learning. Particular attention will be given to the application of these topics to classroom settings.

Class Restriction: Exclude Freshman and Sophomore.

PSY 533 - Social Emotional Learning in Education (3)

This course will introduce students to social emotional learning in educational settings. Topics include definitions, theories, frameworks, and educational programming for social emotional learning, as well as applications and strategies for using social emotional learning in the K-12 classroom.

Offered: Generally offered Fall Annually. Class Restriction: Exclude Freshman and Sophomore.

PSY 562 - Science of Creativity for Teaching (3)

This course provides an overview of the psychological sciences underlying creativity and teaching for creativity. Topics will include the definition and assessments of creativity, creative thinking strategies, the roles of motivation and environment in creativity, and classroom applications of creativity theories.

Offered: Generally offered Fall Annually. Class Restriction: Exclude Freshman and Sophomore.

PSY 530 - Life Span Developmental Psychology (3)

Human growth and development from conception through senescence, focusing on cognitive, affective, social and psychomotor development throughout the life span.

Class Restriction: Exclude Freshman and Sophomore.

PSY 540 - Theories and Principles of Learning (3)

A survey of classical and contemporary theory and research related to human cognition. Topics include the study of learning processes, memory and higher cognitive functions.

Class Restriction: Exclude Freshman and Sophomore.

PSY 561 - Hot Topics in Education (3)

An examination of research and theory associated with current hot topics. Hot topics may include debates about such things as direct instruction vs. discovery learning, the value of moral education, the importance of creativity, or theories of intelligence. Students help select topics for study and debate.

Program Restrictions: Include Ed Psych:Teaching Apps-MA. Level Restriction: Include GR.

PSY 566 - Programming for Experimental Psychology (3)

Overview of the fundamentals for creating experiments and data analysis for experiments in psychology.

Special Notes: Previous coursework in statistics; Consent of Instructor. Class Restriction: Exclude Freshman and Sophomore.

PSY 575 - Educational Assessment (3)

The course will provide educators with the skills needed to evaluate, explain, and apply assessment and testing data to inform classroom instruction and education decisions.

Class Restriction: Exclude Freshman and Sophomore.

PSY 580 - Psychopharmacology (3)

Intended to educate clinicians about the various medications that are often used in the treatment of mental illness and the mechanisms that allow them to work.

Class Restriction: Exclude Freshman and Sophomore.

PSY 581 - Brain and Education (3)

This course offers an overview of neuroscience research targeted at educators. Topics covered will include background on brain structure and function, neural communication and drug effects, attention, emotion, motivation, learning, language. Disorders commonly found in the classroom will be highlighted throughout.

Class Restriction: Exclude Freshman and Sophomore.

PSY 585 - Psychology of Addiction (3)

This course is designed to conduct an in-depth introduction into the scientific literature across a range of contemporary subtopics in the field of addiction. It is intended to give students a broad, yet comprehensive, overview of the research and theoretical perspectives on drug and alcohol addiction. Students will have an opportunity to learn about the diagnostic criteria used to classify substance disorders, and will apply this information to journal article readings and projects. The course is taught as a seminar, with interactive dialogue, presentations, mini-lectures, and videos.

Class Restriction: Exclude Freshman and Sophomore.

PSY 587 - Social Cognitive Neuroscience (3)

Social cognitive neuroscience (SCN) studies the implicit and explicit cognitive and emotional processes and their underlying brain mechanisms that contribute to our understanding of others' mental states (and our own as well). This course will examine a set of core Social Cognitive Neuroscience subtopics in order to gain a graduate level introduction to this burgeoning field.

Class Restriction: Exclude Freshman and Sophomore.

PSY 590 - Seminar in History of Psychology (3)

Philosophical perspectives and major theories and systems are reviewed as they contributed to the development of contemporary psychology. Course required for state psychology board licensing eligibility.

Class Restriction: Exclude Freshman and Sophomore.

PSY 595 - Special Topics in Psychology (1-5)

Scheduled on an irregular basis to explore special areas in psychology and carries a subtitle for each offering. Check department office for topics currently planned.

Class Restriction: Exclude Freshman and Sophomore.
Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles with no limits on the number of times it can be repeated.

PSY 600 - Graduate Research Methodology (3)

Introduction to basic concepts in psychology research, including experimental design, non-experimental methods, statistical analysis and researchers' ethical responsibilities.

Major/Minor Restriction: Include Psychology, Educational Psychology Major(s). Level Restriction: Include GR.

PSY 622 - Directed Studies (1-3)

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.)

Special Notes: Maximum concurrent enrollment is two times. Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: Course is repeatable with no limitations.

PSY 630 - Advanced Child and Adolescent Psychology (3)

Physical, social and emotional development of children from conception through puberty, stressing normal development and major development theories.

Prerequisite: PSY 530 with a minimum grade of C. Level Restriction: Include GR.

PSY 640 - Cultural Issues in Education Psychology (3)

This course covers research and theory on culture and its relationships with and applications to areas of educational psychology including development, cognition, assessment and school achievement, motivation, and individual differences.

Prerequisite: (PSY 500 or PSY 540 or PSY 681 with a minimum grade of C). Level Restriction: Include GR.

PSY 644 - Motivation in Education (3)

Students will investigate what it means to be properly motivated, why individuals often develop problematic motivational patterns, and how proper motivation can be fostered.

Level Restriction: Include GR.

PSY 654 - Seminar in College Teaching (3)

Practices, issues and research in college teaching. Instructional models and methods, course planning, cognition, testing and grading, student-teacher interaction and ethics.

Level Restriction: Include GR.

PSY 661 - Trends and Issues in Educational Psychology (3)

Examines professional, philosophical, theoretical issues and trends across the discipline. Students practice and receive feedback regarding written and oral communication skills.

Offered: Generally offered Spring Even Years. Level Restriction: Include GR.

PSY 663 - Apprenticeship (1-3)

Work with faculty member on professional endeavors such as research, writing, course planning or public service. Requires 3 hours per week for each credit. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 9 credit hours.

PSY 664 - Advanced Social Psychology (3)

Examine major areas of social psychology e.g., aggression, altruism, cooperation, attitude change, and impression management; learn about observation and other data-collection techniques. Possible laboratory observations.

Level Restriction: Include GR.

PSY 674 - Measurement I: Classical Test Theory (3)

Classical measurement theory and methods. Topics include instrument development and analysis, derivations of reliability and validity formulae, test fairness, standards, and norming.

Prerequisite: SRM 600 with a minimum grade of C. Level Restriction: Include GR.

PSY 675 - Measurement II: Contemporary Test Theory (3)

Item response theory and methods. Topics include item analysis, logistic models, and individual prediction and classification.

Prerequisite: (PSY 674 and SRM 603 with a minimum grade of C). Level Restriction: Include GR.

PSY 681 - Learning and Instruction (3)

An applied perspective on learning sciences and instruction, including behavioral, information-processing, cognitive load, situated, meaningful, motivational, constructivist, and social cognitive learning views and their relation to instructional design.

Level Restriction: Include GR.

PSY 682 - Cognition and Instruction II (3)

Assumes basic knowledge of cognitive and instructional theory. Focuses on research in development, cognition and instruction, subject matter, and social and cultural contexts of learning.

Prerequisite: (PSY 681 or PSY 540 with a minimum grade of C). Level Restriction: Include GR.

PSY 686 - Advanced Seminar in Measurement and Assessment (3)

For graduate students wishing to develop a competency in psychological and educational measurement. The seminar will focus on an advanced topic in contemporary measurement and assessment.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 9 credit hours.

PSY 692 - Internship in Educational Psychology (1-9)

Full- or part-time assignment in a field-based setting under supervision. Students work a minimum of 3 hours per week for each hour of credit. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 18 credit hours.

PSY 693 - Research Practicum (1-3)

Each student will collaborate in research with a psychology professor. The research topic and nature of involvement are determined by consultation between student and professor. S/U graded.

Major/Minor Restriction: Include Educational Psychology Major(s). Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 6 credit hours.

PSY 694 - Practicum (3)

Supervised experience in diagnostics of neuropsychological deficits. Individual and group supervision emphasizing behavioral interview and psychometric data. S/U graded.

Major/Minor Restriction: Include Psychology, Educational Psychology Major(s). Level Restriction: Include GR.

PSY 695 - Special Topics in Educational Psychology (1-3)

Specialized topics or contemporary issues. Topics vary.

Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: Course may be repeated 1 time.

PSY 697 - Master's Project in Psychology (3-6)

For Master's students in psychology as an approved alternative to the written comprehensive examination. Students will enroll with major advisor to develop research proposal, conduct project and report results. S/U graded.

Major/Minor Restriction: Include Psychology, Educational Psychology Major(s). Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 6 credit hours.

PSY 699 - Thesis (1-6)

Recommended in place of M.A. project, especially for students applying to doctoral programs. S/U graded.

Major/Minor Restriction: Include Psychology Major(s). Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

PSY 705 - Proseminar in Doctoral Studies (3)

Introduction to doctoral study. Students will be taught foundational skills in research, writing, participation in professional communities, and other areas. Students will study faculty research and "big ideas" associated with such research.

Program Restrictions: Include Educational Psychology- PHD and Educational Studies-EDD and Educational Studies-EDD. Level Restriction: Include GR.

PSY 710 - Advanced Doctoral Seminar (1)

Covers topics and skills regarding professional development related to navigating career paths in academia and industries. Students practice and receive feedback regarding job applications and interview skills. S/U graded.

Prerequisite: PSY 705 with a minimum grade of C. Level Restriction: Include GR.

PSY 797 - Doctoral Proposal Research (1-4)

Doctoral students must earn 4 hours as partial fulfillment of requirements for the doctorate. Check with the Graduate School regarding appropriate procedures and formats. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 4 credit hours.

PSY 799 - Doctoral Dissertation (1-12)

Must earn 12 hours as partial fulfillment of requirements for the doctorate. Dissertation must be approved by and defended before the dissertation committee. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

PSY 999 - Graduate School Continuous Registration (1)

To permit a graduate student to continue making progress in a degree program. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

RCS - Rehabilitation Counseling Sciences

College of Natural and Health Sciences

Department of Rehabilitation and Human Services (p. 233)

RCS 580 - Foundations of Rehabilitation Counseling (3)

Introduction to comprehensive rehabilitation history, philosophy, legislation and process. Details role and functions of case management and coordination with community, government and industry.

Class Restriction: Exclude Freshman and Sophomore.

RCS 581 - Assessment of Adults with Disabilities (3)

Basic principles in vocational evaluation and assessment of persons with disabilities. Skills development in use of various testing instruments, methods and effective interpretation of results.

Class Restriction: Exclude Freshman and Sophomore.

RCS 585 - Career Counseling and Placement for People with Disabilities (3)

Presents theories of career counseling and use of labor market information. Identifies job analysis, development and placement practices for successful transitions of client to gainful employment.

Class Restriction: Exclude Freshman and Sophomore.

RCS 595 - Special Topics in Rehabilitation (1-4)

Course designed to investigate a specific aspect of rehabilitation.

Class Restriction: Exclude Freshman and Sophomore. Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles and course is repeatable with a maximum of 9 credit hours.

RCS 597 - Counseling and Treatment of the Substance Abuser (3)

This course will provide advanced work in the area of substance abuse treatment and counseling. Instruction in treatment modalities, explore research topics and build counseling techniques appropriate for this population.

Class Restriction: Exclude Freshman and Sophomore.

RCS 601 - Practicum in Rehabilitation (1-4)

Supervised professional activity in student's major field; approximately 37 clock hours of work per credit. Two copies of well written paper must be filed before credit is given.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

RCS 604 - Family, Cultural and Psychological Aspects of Disability (3)

Develop an understanding of and sensitivity to the psychological, social, interpersonal, family and cultural aspects of and adjustments to disability, including successful vocational outcomes.

Level Restriction: Include GR.

RCS 605 - Medical Aspects of Disability (3)

Appraises medical implications in rehabilitation: nature, cause, treatment, limitation, progress, social and occupational aspects of injury, medical terminology and the role of medical specialist.

Level Restriction: Include GR.

RCS 610 - Interpretation and Evaluation of Behavioral Research (3)

Understanding of applications of appropriate statistical techniques and necessary skills for interpretation and evaluation of research in human services. Emphasizes basic concepts, design and utilization of behavioral research.

Level Restriction: Include GR.

RCS 622 - Directed Studies in Human Rehabilitation (1-4)

Individualized investigation under the direct supervision of a faculty member. Minimum of 37.5 clock hours required per credit hour.

Special Notes: Maximum concurrent enrollment is two times. Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: Course is repeatable with no limitations.

RCS 630 - Counseling Theories and Techniques in Rehabilitation (3)

Analyze counseling theories as they are applied to rehabilitation. Develop basic counseling skills.

Level Restriction: Include GR.

RCS 631 - Group Processes in Rehabilitation (3)

An integrated perspective of the stages of groups, basic concepts and goals of groups with rehabilitation clients.

Level Restriction: Include GR.

RCS 650 - Human Resources System (3)

Addresses leadership issues in human resource planning, management and development necessary for achieving responsible change. Examines various organizational components and their interrelationship and interdependence with other organization systems.

Level Restriction: Include GR.

RCS 659 - Seminar in Rehabilitation Counseling Supervision (3)

An investigation of the major approaches to counseling supervision intended to increase the student's understanding of clinical supervision as it relates to rehabilitation counselor training.

Level Restriction: Include GR.

RCS 692 - Clinical Internship in Rehabilitation (1-18)

Field experience for qualified Rehabilitation Counseling majors at approved locations. Written application to faculty internship supervisor at least one semester before registration. S/U graded.

Prerequisite: (RCS 630 with a minimum grade of C) and (RCS 694 with a minimum grade of S). Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 18 credit hours.

RCS 694 - Supervised Counseling in Rehabilitation (6)

Meets minimum of 12 hours per week. Qualified human services majors engage in counseling interviews and activities under the supervision of one or more university staff members. S/U graded.

Prerequisite: RCS 630 with a minimum grade of C. Level Restriction: Include GR.

RCS 695 - Seminar in Foundations of Human Rehabilitation (3)

This graduate seminar will focus on core issues confronting the field of rehabilitation. Issues will be examined from a historical, theoretical and research perspective.

Level Restriction: Include GR.

RCS 696 - Advanced Rehabilitation Counseling Theories and Approaches (3)

Major counseling theories are comprehensively reviewed in terms of their utility with individuals who have disabilities and in order to enhance student preparation for rehabilitation counselor education and supervision.

Prerequisite: RCS 630 with a minimum grade of C. Level Restriction: Include GR.

RCS 706 - Advanced Seminar in Psychosocial Aspects of Disability (3)

Theoretical and conceptual frameworks of adjustment of various disabling conditions are comprehensively investigated. A thorough review of the research literature regarding psychosocial aspects of disability will be undertaken. S/U graded.

Level Restriction: Include GR.

RCS 755 - Supervised Practicum in College Teaching (3)

Experiences in observation and supervised practice in teaching at college or university level.

Major/Minor Restriction: Include Rehabilitation Counseling Major(s). Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 9 credit hours.

RCS 757 - Advanced Seminar in Rehabilitation Administration (3)

Students will receive supervised experience in administration, program planning, evaluation and grant writing. Approximately 150 clock hours per semester are required for three credits.

Major/Minor Restriction: Include Rehabilitation Counseling Major(s). Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 9 credit hours.

RCS 758 - Seminar in Collaborative Research in Human Sciences (3)

Supervised experience in conducting collaborative research in human sciences. Students gain experience in research methods, design, statistical analyses and submit their research paper to an academic journal of their choice.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 6 credit hours.

RCS 759 - Advanced Practicum in Rehabilitation Counseling Supervision (3)

Students receive supervised experience in studying problems in training rehabilitation counselors. Approximately 150 clock hours per semester required for three credits.

Major/Minor Restriction: Include Rehabilitation Counseling Major(s). Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 9 credit hours.

RCS 797 - Doctoral Proposal Research (1-4)

Students must earn 4 hours of credit towards doctoral degrees before candidacy. S/U graded.

Major/Minor Restriction: Include Rehabilitation Counseling Major(s). Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 4 credit hours.

RCS 799 - Doctoral Dissertation (1-12)

Students must earn 12 hours of dissertation credit for doctoral requirements. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

RCS 999 - Graduate School Continuous Registration (1)

To permit a graduate student to continue making progress in a degree program. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

SCED - Science Education

College of Natural and Health Sciences

School of Biological Sciences (p. 222)

Department of Chemistry and Biochemistry (p. 223)

Department of Earth and Atmospheric Sciences (p. 227)

SCED 513 - Professional Renewal (1-12)

Update skills and knowledge of professionals in the discipline. Goals and objectives will be specifically directed at individual professional enhancement rather than the acquisition of general discipline knowledge or methodologies. S/U or letter graded.

Class Restriction: Exclude Freshman and Sophomore. Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles with no limits on the number of times it can be repeated.

SCED 521 - Physics in Modern Medicine (3)

Apply and use physics concepts and laws to understand modern medical techniques. Develop lessons to integrate physics, as it relates to medicine, into other courses.

Class Restriction: Exclude Freshman and Sophomore.

SCED 530 - Laboratory, Field, and Studio Safety (1)

Emphasizes formation of a "safety culture" in science and/or art. Federal and state regulations are covered. Course product is a safety manual for the laboratory or studio.

Class Restriction: Exclude Freshman and Sophomore.

SCED 531 - Teaching Chemistry for the Future (3)

Understanding of general chemistry is highly recommended. Examination of chemistry topics with real-world applications. Methods for the use of skills and themes in chemistry to encourage higher-level thinking in students in the high-school setting.

Level Restriction: Include GR.

SCED 541 - Secondary Science Methods II (3)

Consider curriculum and classroom organization, testing and evaluation, procedures and materials, relationship of subject area to total secondary program, emphasizing teaching techniques and of technology use. Students will lead discussions and teaching situations.

Class Restriction: Exclude Freshman and Sophomore.

SCED 551 - History and Theory of Environmental Education (3)

Students will explore historical and theoretical aspects of environmental education which creates a context to inform their development as practicing environmental educators.

Level Restriction: Include GR.

SCED 553 - Program Design and Planning in Environmental Education (3)

Prepares students to use best practices in planning and designing environmental education programs and curricula. Students revise and/or develop an environmental education program for their final project.

Level Restriction: Include GR.

SCED 561 - Using Controversial Biological Topics to Teach Nature of Science (3)

Explores use of scientific "controversies" as a teaching strategy to understand the nature of science. Empirical evidences supporting major biological concepts are integrated with pedagogical strategies.

Prerequisite: BIO 110 with a minimum grade of C. Class Restriction: Exclude Freshman and Sophomore.

SCED 570 - Teaching Science in the Elementary School (3)

(2 lecture, 2 laboratory) Develop a knowledge of objectives, methods and materials needed for teaching a functional elementary science program. Laboratory activities included.

Offered: Generally offered Fall and/or Spring Annually. Class Restriction: Exclude Freshman and Sophomore. Course Fee: Course Fee Required.

SCED 578 - K-12 Science Inquiry (3)

Students will explore and define the elements of inquiry in P-16 science education from the perspective of teaching with inquiry, ability to do inquiry, and as part of science content.

Class Restriction: Exclude Freshman and Sophomore.

SCED 581 - Earth Systems: Water (3)

An online course focusing on Colorado water resources and environmental issues in an Earth Systems context. Applications to societal issues and inquiry learning are emphasized.

Class Restriction: Exclude Freshman and Sophomore.

SCED 605 - Global Change (3)

An online, problem-based course in which students conduct data analysis on climate variability, modeling, and Earth system impacts and apply results to societal issues.

Level Restriction: Include GR.

SCED 622 - Directed Studies (1-4)

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.)

Special Notes: Maximum concurrent enrollment is two times. Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: Course is repeatable with no limitations.

SCED 678 - Science Education Seminar (1-2)

Investigate current science education research, report on topics of interest in recent literature, discuss individual research problems.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 4 credit hours.

SCED 694 - Science Education Research (3)

An introduction to research in discipline based science education, providing background and experience in the major activities associated with current practice in both field-based and quantitative studies.

Prerequisite: SRM 502 with a minimum grade of C. Level Restriction: Include GR.

SCED 695 - Action Research in Science Education I (1)

Research a problem in K-12 science education relevant to students' teaching situations. Develop goals, review literature, and plan an action research project. This course is the first of three courses.

Special Notes: Equivalent research course approved by advisor may be substituted for SRM 600. Prerequisite: SRM 600 with a minimum grade of C. Program Restrictions: Exclude Graduate Interdisciplinary-MS. Level Restriction: Include GR.

SCED 696 - Action Research in Science Education II (1)

Conduct the action research plan developed and approved in SCED 695. An approved Action Research Plan Project is required to take this course. Second of three course series.

Prerequisite: SCED 695 with a minimum grade of C. Program Restrictions: Exclude Graduate Interdisciplinary-MS. Level Restriction: Include GR.

SCED 697 - Action Research in Science Education III (1)

Complete the action research project by developing a summary and discussion. The final project must be presented to the action research committee. Final of a three course series.

Prerequisite: SCED 696 with a minimum grade of C. Program Restrictions: Exclude Graduate Interdisciplinary-MS. Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 3 credit hours.

SCED 699 - Thesis (1-6)

For majors in the Graduate Interdisciplinary Degree Program M.A. Science Education Concentration and wish to complete a thesis. S/U graded.

Special Notes: Equivalent research course approved by advisor may be substituted for SRM 600. Prerequisite: SRM 600 with a minimum grade of C. Program Restrictions: Include GIDP:Natural Sciences-MA. Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 6 credit hours.

SCOM - Science Communication

College of Humanities and Social Sciences

Department of Communication Studies (p. 214)

SCOM 540 - Science Communication Capstone (3)

Project-oriented utilization of written and oral skills specific to communication science to a non-science audience. Students will work in groups to develop several communication projects, using several forums.

Class Restriction: Exclude Freshman and Sophomore.

SES - Sport Exercise Science

College of Natural and Health Sciences

School of Sport and Exercise Science (p. 233)

SES 505 - Exercise Oncology (3)

This course will prepare individuals to design and conduct exercise intervention programs for cancer patients. The physiological alterations from cancer therapy and the exercise effects will be presented.

Program Restrictions: Include SES:Exercise Physiology-MS and SES:Exercise Physiology-PHD. Level Restriction: Include GR.

SES 506 - Practicum in Cancer Rehabilitation (3)

This course will review the basics of cancer rehabilitation principles, followed by instruction on the clinical skills necessary for students to work directly with cancer patients in an exercise setting.

Level Restriction: Include GR. Repeatable Status: Course may be repeated 1 time.

SES 508 - Workshop (1-3)

A variety of workshops on special topics within the discipline. Goals and objectives will emphasize the acquisition of general knowledge and skills in the discipline.

Class Restriction: Exclude Freshman and Sophomore. Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles with no limits on the number of times it can be repeated.

SES 510 - Electrocardiography (3)

Study basic electrocardiography and ECG interpretation. Emphasis is placed on interpretation of resting and exercise ECG's along with monitoring procedures, interpretation of abnormalities and drugs that may affect ECG interpretation.

Level Restriction: Include GR.

SES 511 - Advanced Cardiac Rehabilitation (3)

An examination of clinical exercise physiology concepts pertaining to the evaluation and treatment of the cardiac patient. Emphasis is placed on cardiovascular pathophysiology, exercise testing and prescription, and patient education.

Level Restriction: Include GR.

SES 513 - Professional Renewal (1-3)

Update skills and knowledge of professionals in the discipline. Goals and objectives will be specifically directed at individual professional enhancement rather than the acquisition of general discipline knowledge or methodologies. S/U or letter graded.

Class Restriction: Exclude Freshman and Sophomore. Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles with no limits on the number of times it can be repeated.

SES 550 - Neural Aspects of Kinesiology (3)

Advanced study of neurological influences to movement. Learn terminology, structures of the human nervous system, cellular and macroscopic neurophysiology, and clinical applications associated with reflexive and voluntary movements and posture.

Class Restriction: Exclude Freshman and Sophomore.

SES 551 - Sport Sales (3)

This course provides the foundation of sales and revenue generation through theoretical fundamentals and practical application of sales while providing students with the essential skills to become successful sales executives in the sport industry.

Class Restriction: Exclude Freshman and Sophomore.

SES 560 - Critical Thinking and Ethical Considerations in Sport Administration (3)

An exploration of major issues, ethical theories, moral reasoning and their impact on the operation of programs in sport, physical education, fitness, athletics and recreation.

Major/Minor Restriction: Include Sport Administration Concentration(s). Level Restriction: Include GR.

SES 570 - Administration of Sport Organizations and Employees (3)

This class is meant to provide students with a description of theories and practices that are relevant to sport organizations and their employees-including environmental, macro, and micro concerns.

Level Restriction: Include GR.

SES 576 - Sport Promotion and Marketing (3)

Develop skill and understanding in the marketing process relating to the sport industry, athletics and commercial sport operations. Primary focus: application of marketing principles to specific sport scenarios.

Major/Minor Restriction: Include Sport Administration Concentration(s). Level Restriction: Include GR.

SES 581 - Developmental Perspectives for Sport Coaching (2)

Course emphasizes the introduction, understanding, and application of the long-term athlete development model (LTAD) and incorporation of the concepts, perspectives, and principles of “developmentally appropriate practice” related to sport coaching.

Class Restriction: Exclude Freshman and Sophomore.

SES 582 - Psychology for Sport Coaches (3)

Understanding and applying psychological principles as they relate to sport coaching and athletic performance.

Class Restriction: Exclude Freshman and Sophomore.

SES 583 - International Perspectives of Sport Coaching (3)

Examine international perspectives of sport coaching. Emphasis is placed on developing and enhancing students’ knowledge and understanding of international coaching perspectives.

Class Restriction: Exclude Freshman and Sophomore.

SES 584 - Sport Administration for Sport Coaches (3)

Develop an understanding of theories and principles involved in the management of sport and athletics from a coaching perspective.

Class Restriction: Exclude Freshman and Sophomore.

SES 586 - Injury Prevention, Training and Conditioning Principles for Sport Coaches (3)

Exploration of the physiological aspects of designing and implementing a sport program that minimizes physical risk and effectively enhances performance.

Class Restriction: Exclude Freshman and Sophomore.

SES 587 - Sport Coaching Principles and Perspectives (3)

Provide a comprehensive introduction to the coaching profession. Emphasis is placed on developing and enhancing students’ knowledge and understanding of concepts, principles and techniques of coaching.

Class Restriction: Exclude Freshman and Sophomore.

SES 588 - Evaluation of Coaching using Technology (3)

Emphasis is placed on the use of technology to evaluate skill, tactics, and technical components of coaching. Evaluation of effective coaching in game and practice settings are incorporated.

Class Restriction: Exclude Freshman and Sophomore.

SES 589 - Bridging Theory and Practice in Sport Coaching (3)

Examination of theoretical and applied concepts of sport coaching. Emphasis is placed on practical experience of coaching sport that concentrates on coach education theory and effective coaching practices.

Class Restriction: Exclude Freshman and Sophomore.

SES 601 - Statistics in the Movement Sciences (3)

Presentation of data, measures of central tendency and variability, inference, correlation, regression, comparisons of means, and specific statistical approaches used in the movement sciences will be presented and applied.

Program Restrictions: Include SES:Biomechanics-MS and SES:Exercise Physiology-MS and SES:Sport Administration-MS and SES:Sport Administration-MS and SES:Soc Psych Sprt Phy Act-MS. Level Restriction: Include GR.

SES 602 - Introduction to Research in Sport and Exercise Science (3)

Receive an introduction and some application of strategy and methods of research to problem solving in physical education, sport management and exercise science.

Level Restriction: Include GR.

SES 603 - Professional Development Seminar (3)

This seminar will provide a cross disciplinary knowledge of the sport and exercise science field while simultaneously preparing students to disseminate scholarly work.

Level Restriction: Include GR.

SES 604 - Teacher and Coach Action Research (3)

Provides introduction to self-inquiry and pedagogical reflection through action research. Focuses on historical background, purpose, instruction and guidance for teachers and coaches to conduct action research.

Level Restriction: Include GR.

SES 612 - Assessment in Sport Pedagogy (3)

Disseminate knowledge that contributes to quality professional practice. Students will experience new ways of thinking about assessment. Alternative ways of determining student learning, evaluation, grading and reporting will be explored.

Level Restriction: Include GR.

SES 614 - Analysis of Teaching in Physical Education (3)

Present and analyze systems used in evaluating student behavior, teacher behavior and student-teacher interaction. Study strategies for planning and implementing effective teaching and supervising in physical education.

Level Restriction: Include GR.

SES 615 - Qualitative Research in Sport and Exercise Science (3)

The epistemological and practical underpinning of qualitative research as an alternative or complement to quantitative research will be studied in this course through readings, class discussions, and a practical project.

Prerequisite: SRM 680 with a minimum grade of C. Level Restriction: Include GR.

SES 618 - Biomechanics of Locomotion (3)

By exploring research literature, collecting and analyzing gait data, students will be introduced to one of the largest research areas in biomechanics: the study of locomotion.

Level Restriction: Include GR.

SES 619 - Advanced Biomechanics (3)

Make an advanced study of the mechanical components of human movement, stressing the analysis of movement problems.

Prerequisite: SES 331 with a minimum grade of D-. Level Restriction: Include GR.

SES 620 - Neuromuscular Structure and Function (3)

Make an advanced study of the structural components of human movement, with special attention to the analysis of movement problems.

Prerequisite: SES 220 with a minimum grade of D-. Level Restriction: Include GR.

SES 622 - Directed Studies (1-4)

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.)

Special Notes: Maximum concurrent enrollment is two times. Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: Course is repeatable with no limitations.

SES 624 - Advanced Developmental Kinesiology (3)

Advanced study of the influence of developmental and aging processes upon movement across the lifespan.

Level Restriction: Include GR.

SES 625 - Laboratory Techniques in Exercise Science Research (3)

Titles: Laboratory Techniques in Biomechanics; Laboratory Techniques in Exercise Physiology; and Laboratory Techniques in Social Psychology of Sport and Physical Activity.

Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles with no limits on the number of times it can be repeated.

SES 626 - Metabolism (3)

Advanced study of energy metabolism and exercise nutrition involved with human movement.

Level Restriction: Include GR.

SES 627 - Muscle Physiology (3)

Advanced study of the muscular and endocrine systems involved with human movement.

Level Restriction: Include GR.

SES 632 - Cardiovascular Physiology (3)

Advanced study of the cardiovascular system as it relates to human movement.

Level Restriction: Include GR.

SES 635 - Exercise and Sports Psychology (3)

Application of psychological concepts, principles and empirical findings to exercise programs and organized sport settings.

Level Restriction: Include GR.

SES 636 - Motivation (3)

Examination and application of motivational theories and concepts relevant to sport, physical activity, and exercise behavior.

Level Restriction: Include GR.

SES 643 - Instructional Strategies for K-12 Physical Education (3)

Exploration, participation, and analysis of a broad-based variety of physical activities, appropriate curriculum, and teaching skills that contribute to quality K-12 physical education.

Level Restriction: Include GR.

SES 646 - Comprehensive School Physical Activity Programming (3)

This course examines principles and evidence-based practices associated with comprehensive school physical activity programming. Emphasis placed on strategies for developing, implementing, and evaluating school programs to make a health impact.

Major/Minor Restriction: Include Phys Ed Phys Actvty Leader Major(s). Level Restriction: Include GR.

SES 647 - School Physical Activity Policy, Advocacy, and Leadership (3)

This course explores current perspectives and trends in policy, advocacy, and leadership development that influence the implementation of successful comprehensive school physical activity programs.

Major/Minor Restriction: Include Phys Ed Phys Actvty Leader Major(s). Level Restriction: Include GR.

SES 648 - Theories of Health Behavior (3)

Examination and application of theories and concepts of health behavior relevant to comprehensive school physical activity programming.

Major/Minor Restriction: Include Phys Ed Phys Actvty Leader Major(s). Level Restriction: Include GR.

SES 649 - School-Based Nutrition & Wellness (3)

Introduction to the topics incorporated in children's wellness including nutrition, health, and safety as they relate to the school-based context.

Major/Minor Restriction: Include Phys Ed Phys Actvty Leader Major(s). Level Restriction: Include GR.

SES 650 - Financial Management for Sport Organizations (3)

Develop an understanding of and skill in financial resource management for the operation of programs in sport, physical education, fitness, athletics and recreation.

Major/Minor Restriction: Include Sport Administration Concentration(s). Level Restriction: Include GR.

SES 665 - Advanced Sociological Kinesiology (3)

Advanced study of the application of sociological concepts and theories to current issues in kinesiology.

Level Restriction: Include GR.

SES 670 - Sport and Higher Education (3)

Identification and examination of the contemporary issues and problems in sport in American higher education, their historical foundation, and propose methods for their resolution.

Major/Minor Restriction: Include Sport Administration Concentration(s). Level Restriction: Include GR.

SES 671 - Fundraising & Development in Sport (3)

This class will explore current problems, trends, and research in the field of Fundraising and Development. This class will provide students the opportunity to gain experience in the fundraising industry.

Level Restriction: Include GR.

SES 675 - Sport Facility and Event Management (3)

This course is designed to provide students information and knowledge on the operation and management of sports facilities and events.

Level Restriction: Include GR.

SES 676 - Sport Public Relations and Information Systems (3)

Presentation of principles, standards and guidelines in sport public relations and information systems involved in sport information management.

Major/Minor Restriction: Include Sport Administration Concentration(s). Level Restriction: Include GR.

SES 679 - Advanced Sport Marketing and Consumer Behavior (3)

Focus is on sport consumers' actions in the marketplace. A broad and contemporary view of consumer behavior and its relationship to marketing action in the sport sector is used.

Level Restriction: Include GR.

SES 680 - Perspectives in Sport Pedagogy (3)

Philosophical perspectives of issues in physical education and sport, which are influenced by contemporary trends in American education.

Level Restriction: Include GR.

SES 681 - Research on Teaching and Teachers in Physical Activity Settings (3)

Examines the empirical and conceptual scholarship related to the teaching process, teachers experiences and professional preparation and development of teachers in physical activity contexts.

Level Restriction: Include GR.

SES 682 - Program Design and Evaluation in Physical Activity Settings (3)

The course will explore research associated with program design and evaluation across a variety of physical activity settings within schools and the community.

Level Restriction: Include GR.

SES 685 - Critical Pedagogy (3)

Students will examine critical pedagogical philosophies and strategies while analyzing Socialization process in schools. Also, students will learn how to develop critical awareness and take transformative action in schools.

Level Restriction: Include GR.

SES 688 - Legal Aspects of Sport (3)

Study the law and implications relative to physical education and sport. Emphasis on legal theory and responsibilities and risk management.

Major/Minor Restriction: Include Sport Administration Concentration(s). Level Restriction: Include GR.

SES 690 - Graduate Seminar in Sport and Exercise Science (1)

Examine professional and scholarly issues in exercise science, physical education and sport administration through readings, discussions, laboratory tutorials and presentations of current research topics. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 3 credit hours.

SES 692 - Graduate Internship in Sport and Exercise Science (1-6)

Supervised experience structured to the special focus and functions of the student's graduate program. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 6 credit hours.

SES 694 - Special Topics in Sport & Exercise Science (1-3)

Engage in a course of study designed to investigate a special topic.

Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: Course is repeatable with no limitations.

SES 695 - Seminar in Physical Education (1)

Students will make an in-depth study of contemporary topics under guidance of qualified graduate faculty and consultants.

Level Restriction: Include GR. Repeatable Status: Course may be repeated 4 times.

SES 696 - College Teaching (3)

Examines instructional models, issues and practices specific to teaching at the college level. Presentation modes such as lecture, discussion, questioning and small group procedures will be included.

Level Restriction: Include GR.

SES 699 - Thesis (1-6)

Optional for Master of Science students on recommendation of major advisor. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

SES 702 - Seminar in Sport Administration Research Methods (3)

This seminar is designed to provide students with an advanced overview of research methods and techniques that are used in the sport setting.

Prerequisite: SES 602 with a minimum grade of C. Level Restriction: Include GR.

SES 703 - Research Seminar in Sport and Exercise Science (3)

For doctoral candidates planning to conduct research in Physical Education or allied areas. Learn techniques and procedures of research and receive aids in development of required research outline for degree.

Level Restriction: Include GR.

SES 705 - Doctoral Seminar for American Professoriate in Sport (3)

Doctoral students will undertake an in-depth study of current topics, and research, related to being a sport administration professor in higher education in America.

Offered: Generally offered Spring Odd Years. Level Restriction: Include GR.

SES 706 - Seminar in Sport Organizational Behavior (3)

This seminar is designed to provide students with a deep understanding of organizational behavior theories that are used in the sport setting.

Level Restriction: Include GR.

SES 724 - Seminar in Theory & Sport Organizations (3)

This seminar is designed to improve students' synthesis of theory into academic writing. Additionally, broad organizational concepts will be utilized as a theoretical background for writing exercises.

Level Restriction: Include GR.

SES 750 - Seminar in Sport Finance (3)

This seminar is designed to provide students with a deep understanding of sport finance theories that are used in the sport setting.

Prerequisite: SES 650 with a minimum grade of C. Level Restriction: Include GR.

SES 755 - Supervised Practicum in College Teaching (1-6)

Provide a supervised college teaching experience. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 6 credit hours.

SES 790 - Seminar in Sport Consumer Behavior (3)

This course is designed for doctoral students in sport administration. The objective of the course is to provide students with a research background in Sport Consumer Behavior.

Level Restriction: Include GR.

SES 797 - Doctoral Proposal Research (1-4)

Doctoral students must earn a minimum-maximum of 4 hours credit in partial fulfillment of degree requirements. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 4 credit hours.

SES 799 - Doctoral Dissertation (1-12)

Doctoral students must earn at least 12 hours of credit for the dissertation as a requirement of the student's doctoral program. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

SES 999 - Graduate School Continuous Registration (1)

To permit a graduate student to continue making progress in a degree program. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

SOC - Sociology

College of Humanities and Social Sciences

Department of Sociology (p. 216)

SOC 514 - Masculinities (3)

A sociological analysis not just of men, but of masculinities. We will address debates about meanings of masculinity, historical variations, and how these definitions involve both male and female bodies.

Class Restriction: Exclude Freshman and Sophomore.

SOC 532 - Social Psychology and Group Dynamics (3)

Evaluate how group processes enhance, limit and define social interaction. Study the major theories of group dynamics. Analyze and discuss issues, trends, paradigms and applications.

Class Restriction: Exclude Freshman and Sophomore.

SOC 539 - Seminar in Sociological Practice (3)

Examine important issues and activities related to practicing sociology, survey research methods and intervention techniques used by sociologists, consider ethics of sociology, emphasize critical thinking, research and writing.

Class Restriction: Exclude Freshman and Sophomore.

SOC 544 - Sociology of Law (3)

Study of the social origins, functions and administration of law in society. Focus on the social organization of law, inequality in the legal system, and how civil and criminal law structure society.

Level Restriction: Include GR.

SOC 550 - Family Theories (3)

Course examines theories of family development, interaction and change. Students apply theoretical frameworks to current research, and consider the explanatory value of theory for research methods and real-world application.

Class Restriction: Exclude Freshman and Sophomore.

SOC 552 - Applied Social Theory (3)

Provide understanding of the role of theory in the social sciences, provide knowledge of major paradigms utilized in contemporary social science theory, assess applied explanatory strengths and weaknesses of paradigms.

Class Restriction: Exclude Freshman and Sophomore.

SOC 557 - Sociology of Innovation & Entrepreneurship (3)

Study entrepreneurship and innovation sociologically. Discuss how inequality, capital and globalization affect entrepreneurial success and failure and discover the social sources of innovation.

Class Restriction: Exclude Freshman and Sophomore.

SOC 562 - Social Statistics (3)

Introduce applied statistics in social science research. Levels of measurement; measures of central tendency and variability, probability; estimation and hypothesis testing; measures of association - chi square.

Level Restriction: Include GR.

SOC 563 - Qualitative Methods (3)

Epistemological foundations of qualitative research: field observation, ethnography, interviews, focus groups; project design, research ethics, site selection, interviewing and observation techniques, coding and analysis, and interpretation/presentation of findings.

Level Restriction: Include GR.

SOC 571 - Sociology of Aging (3)

Survey theories and research on the social aspects of aging with emphasis on later maturity and old age.

Class Restriction: Exclude Freshman and Sophomore.

SOC 574 - Sociology of Sport (3)

Introduction to the sociological study of sport. Focusing on sports as social and cultural phenomena, we use sociological concepts and critical thinking to examine the impact of sports on social structure and institutions.

Class Restriction: Exclude Freshman and Sophomore.

SOC 579 - The Community (3)

This course focuses on local, national and international communities. Major theories and empirical evidence will guide understanding of how communities work, their impact on individuals, and how they are constructed.

Class Restriction: Exclude Freshman and Sophomore.

SOC 580 - Social Policy Analysis (3)

Examines social policy and society. Socio-cultural historical conditions, social institutions which affect policy formation. Social change and social policy and utilization of sociological concepts and methods are examined.

Class Restriction: Exclude Freshman and Sophomore.

SOC 593 - Practicum in College Teaching in Sociology (3)

Students contact the Sociology department and fill out an application to take the course. As part of the coursework, students assist instructors in a sociology course and will receive experience in observation and supervised practice. A-F Graded. Application required.

Class Restriction: Exclude Freshman and Sophomore and Junior.

SOC 595 - Special Topics in Sociology (3)

Scheduled on an irregular basis to explore special areas in sociology and carries a subtitle for each offering. Check department office for topics currently planned.

Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles with no limits on the number of times it can be repeated.

SOC 596 - Study Abroad Experience (3)

Scheduled on a semi-regular basis as an experiential approach to studying special areas in sociology and carries a subtitle for each offering. Check department office for topics currently planned.

Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles with no limits on the number of times it can be repeated.

SOC 597 - Special Topics in Inequality (3)

Students will examine a specific topic developed by the faculty member teaching the course. This course will examine inequality and its implications for various contemporary issues.

Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles and course may be repeated 3 times.

SOC 622 - Directed Studies (1-3)

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.)

Special Notes: Maximum concurrent enrollment is two times. Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: Course is repeatable with no limitations.

SOC 660 - Applied Social Research (3)

Students will learn the basics of sociological study design and data collection techniques and employ the applied sociological approach toward development of an approved research project.

Level Restriction: Include GR.

SOC 691 - Research Internship (1-9)

Put classroom learning into practice with research in an organizational setting. S/U graded.

Prerequisite: GPA-GR-3.0. Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 9 credit hours.

SOC 699 - Thesis (1-6)

Optional for Master of Arts students upon recommendation of major advisor. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 6 credit hours.

SOC 999 - Graduate School Continuous Registration (1)

To permit a graduate student to continue making progress in a degree program. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

SPAN - Spanish

College of Humanities and Social Sciences

Department of World Languages and Cultures (p. 217)

SPAN 505 - Spanish Phonetics and Dialects (3)

The study of the major semantic, syntactic and phonological aspects of the Spanish language dialects and the standard Latin American Spanish found in the Americas.

Class Restriction: Exclude Freshman and Sophomore.

SPAN 531 - Latin American Civilization and Culture (3)

Designed to examine the historical and cultural development of the Latin American countries. Surveys the major historical events from the pre- Colombian period to the present.

Class Restriction: Exclude Freshman and Sophomore.

SPAN 555 - Literature for Children and Adolescents (3)

A study of award-winning works of literature. Emphasis on multi-cultural books for children and adolescent literature of acculturation and assimilation.

Class Restriction: Exclude Freshman and Sophomore.

SPAN 560 - Spanish Civilization and Culture (2)

Interpretation of the civilization and culture of Spain from its earliest beginnings to the present. Includes an analysis of the artistic, political and economic currents that have shaped modern Spain.

Class Restriction: Exclude Freshman and Sophomore.

SPAN 561 - Latin American Civilization and Culture (2)

Designed to examine the cultural heritage of Latin America and its current state of political, economic and social development. Forces affecting the everyday life of the people are emphasized.

Class Restriction: Exclude Freshman and Sophomore.

SPAN 562 - Mexico and United States Hispanic Civilization and Culture (2)

The course examines the history and cultural heritage of the contemporary Mexican and of the Hispanics (Chicano, Cuban, Puerto Rican) living in the United States.

Class Restriction: Exclude Freshman and Sophomore.

SPAN 570 - Readings in United States Hispanic Literature (1-6)

Designed to cover literature in English or Spanish by United States Hispanics: Mexican, Cuban or Puerto Rican Americans. Readings in narrative, theatre, poetry. Content is variable and determined by instructor.

Class Restriction: Exclude Freshman and Sophomore.
Repeatable Status: Course is repeatable with a maximum of 6 credit hours.

SPAN 571 - Readings in Spanish Literature (1-3)

Thorough coverage of topics such as any period of Spanish literature, especially the Golden Age, the generation of 1898 and post-Civil War novel.

Class Restriction: Exclude Freshman and Sophomore.
Repeatable Status: Course is repeatable with a maximum of 3 credit hours.

SPAN 572 - Readings in Latin American Literature (1-3)

Designed to cover selected readings in Latin American literature. Course may be designed by author, themes or genre. Content is variable and will be determined by instructor.

Class Restriction: Exclude Freshman and Sophomore.
Repeatable Status: Course is repeatable with a maximum of 3 credit hours.

SPAN 576 - Mexican Literature (1-3)

Provides a basic understanding of Mexican literature, its general trends and some of the most important authors in each of the four genres: poetry, novel, theatre and short story.

Class Restriction: Exclude Freshman and Sophomore.

SPAN 580 - Grammar Topics (1-6)

An in-depth study of difficult Selected structures of the language, which traditionally present problems; such as: the subjunctive mood, ser and estar, preterite vs. imperfect and others.

Class Restriction: Exclude Freshman and Sophomore.
Repeatable Status: Course is repeatable with a maximum of 6 credit hours.

SPAN 581 - Advanced Spanish Grammar (2)

An intensive study of the more complex theories and forms of Spanish grammar, with emphasis in mood, tense and voice.

Class Restriction: Exclude Freshman and Sophomore.

SPAN 583 - Oral and Written Discourse (2)

Designed to enable students to speak and write extensively in Spanish, using description, narrations and exposition. Emphasis will be on fluency, accuracy and organization.

Class Restriction: Exclude Freshman and Sophomore.

SPAN 600 - Introduction to Graduate Study and Research Methods (3)

Orientation to graduate study in the MA in Foreign Languages: Spanish Teaching Concentration, presents principles of design, analysis, and methodology of graduate-level research and writing the areas of pedagogy, linguistics, literature and cultural studies.

Level Restriction: Include GR.

SPAN 622 - Directed Studies (1-3)

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.)

Special Notes: Maximum concurrent enrollment is two times. Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: Course is repeatable with no limitations.

SPSY - School Psychology

College of Education and Behavioral Sciences

Department of School Psychology (p. 204)

SPSY 508 - Workshop (1-3)

A variety of workshops on special topics within the discipline. Goals and objectives will emphasize the acquisition of general knowledge and skills in the discipline.

Class Restriction: Exclude Freshman and Sophomore.
Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles with no limits on the number of times it can be repeated.

SPSY 513 - Professional Renewal (1-3)

Update skills and knowledge of professionals in the discipline. Goals and objectives will be specifically directed at individual professional enhancement rather than the acquisition of general discipline knowledge of methodologies.

Class Restriction: Exclude Freshman and Sophomore.
Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles with no limits on the number of times it can be repeated.

SPSY 618 - Practicum in Child, Adolescent, and Family Interventions (5)

Supervised experience providing interventions to children, adolescents, and their families; includes counseling and play techniques, review of digital recordings, group and individual supervision, and course seminars. S/U graded.

Special Notes: Consent of instructor required Prerequisite: (APCE 607 or APCE 707 with a minimum grade of C).
Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 10 credit hours. Course Fee: Course Fee Required.

SPSY 622 - Directed Studies (1-3)

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.)

Special Notes: Maximum concurrent enrollment is two times. Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: Course is repeatable with no limitations.

SPSY 625 - Applied Developmental Science (3)

Addresses the dynamic nature of individual and family functioning and the interaction of biology and environments. Emphasis on integration of theory and research in developing programs that foster healthy development.

Level Restriction: Include GR.

SPSY 628 - Concepts and Principles of Applied Behavior Analysis (3)

Concepts within the field of applied behavior analysis are covered. Respondent and operant conditioning, including response class, antecedents, consequences, stimulus control, motivating operations, contingencies, functional relationships, and extinction are addressed.

Level Restriction: Include GR.

SPSY 629 - Measurement and Experimental Design in Applied Behavior Analysis (3)

This course covers assessment of behavior, including all dimensions of behavior and structured observation. Single-case research methods, including reversal, multiple baseline, changing criterion, alternating treatment, and multielement designs are covered.

Level Restriction: Include GR.

SPSY 640 - School-Based Psychological Consultation (3)

Addresses the practice of psychological consultation with school personnel and families. Includes coverage of major consultation theories, school culture, and how consultation is applied to service delivery systems in schools.

Major/Minor Restriction: Include School Psychology Major(s). Level Restriction: Include GR.

SPSY 644 - Assessment I: Cognitive and Academic Functioning (5)

Supervised experience using a problem-solving approach to assess, plan, and monitor child, adolescent, and adult functioning in the areas of cognitive processing and academic achievement in school and community settings.

Prerequisite: Concurrent Prerequisite SPSY 670 with a minimum grade of C. Major/Minor Restriction: Include School Psychology Major(s). Level Restriction: Include GR. Course Fee: Assessment Fee Required.

SPSY 646 - Assessment II: Socio-Emotional and Behavioral Functioning (3)

Application of major strategies and techniques for behavior and personality assessment of children (K-12) and young adults, with an emphasis on integrating behavioral, cognitive and academic assessment results for effective intervention.

Special Notes: Consent of instructor required. Prerequisite: SPSY 644 with a minimum grade of C. Level Restriction: Include GR. Course Fee: Assessment Fee Required.

SPSY 647 - Assessment and Intervention for Social and Emotional Problems in Children and Adults (5)

Understand and implement techniques for assessing social and behavioral functioning in children and adolescents for the purpose of designing effective interventions in home and school settings.

Prerequisite: (SPSY 644 and SPSY 670 with a minimum grade of C). Level Restriction: Include GR. Course Fee: Assessment Fee Required.

SPSY 655 - Family, School, and Community Contexts (3)

This course provides an advanced understanding of theory, research, and interventions, as applied to individuals, families, schools, and social systems.

Level Restriction: Include GR.

SPSY 656 - Systems-Based Behavioral Health (3)

This course prepares students to design and implement programs that promote children's mental health, academic success, and social competence. Students will become familiar with implementation science, systems theory, and models of service delivery.

Level Restriction: Include GR.

SPSY 663 - Seminar in Research and Professional Practice (1)

Build research skills and knowledge serving under the mentorship (research apprentice) of a faculty member. Must complete three credit hours over three semesters.

Level Restriction: Include GR. Repeatable Status: Course may be repeated 3 times.

SPSY 667 - Intervening with Trauma and Crisis in the Schools (3)

Examination of theories of trauma and crisis for use in school settings. Emphasis is given to developing systems that support individuals who have experienced trauma and on strategies for preventing, responding to, and recovering from crisis.

Level Restriction: Include GR.

SPSY 670 - Principles of Psychometrics and Assessment (3)

Understanding psychological testing through an overview of measurement principles, the psychological assessment process, data management, test construction and development and use of test results in individual psychoeducational evaluations and intervention planning.

Level Restriction: Include GR.

SPSY 747 - Psychological Aspects of Academic Programming and Intervention (3)

Addresses applied psychological aspects of curriculum, instruction, and learning environment in relation to the development, implementation, and monitoring of academic interventions in the areas of reading, math, and written language.

Level Restriction: Include GR.

SPSY 749 - Supervision and Leadership in School Psychology (3)

Seminar and applied practice in providing supervision in assessment, counseling, and/or school-based practice to students who are at the early stages of their preparation as school psychologists.

Prerequisite: (SPSY 618 and SPSY 775 and SPSY 779 with a minimum grade of C). Level Restriction: Include GR.

SPSY 758 - Advanced Psychopathology (3)

Acquire understanding of developmental and behavioral disorders of childhood through adulthood. Students will develop a thorough knowledge of specific pathologies and conditions through intensive reading, research, or practical experience.

Level Restriction: Include GR.

SPSY 763 - Legal and Professional Foundations of School Psychology (4)

Professional issues and problems concerning the school psychologist, including certification and licensure requirements, confidentiality, legal and ethical issues, roles and responsibilities.

Program Restrictions: Include School Psychology-PHD and School Psychology-EDS and School Psychology-EDS. Level Restriction: Include GR.

SPSY 775 - Supervision in School Psychology (3)

Provides an overview of the theories and practice of school psychology supervision. Additionally, under faculty supervision, students participate and apply their skills in in the instruction and supervision of students in testing courses.

Prerequisite: SPSY 644 with a minimum grade of C. Level Restriction: Include GR. Repeatable Status: Course may be repeated 1 time.

SPSY 776 - Externship in School Psychology (1-2)

This course provides students the opportunity to refine their skills (e.g., assessment, counseling) through supervised experience in a hospital, clinic, and/or school setting under the supervision from a licensed psychologist. Must complete a total of 2 credits. S/U graded.

Prerequisite: (SPSY 644 and SPSY 646 with a minimum grade of C). Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 6 credit hours.

SPSY 778 - Clinical Neuropsychology Practicum (3)

Supervised practice in administering and interpreting neuropsychological tests and qualitative procedures for children, adolescents, and adults. Emphasizes case conceptualization and intervention development from a neuropsychological perspective.

Prerequisite: (APCE 612 or SPSY 618 with a minimum grade of C) and (APCE 678 or SPSY 646 with a minimum grade of C). Level Restriction: Include GR.

SPSY 779 - Practicum in School Psychology (1-3)

Supervised experience in the provision of comprehensive psychological services to children/adolescents within a school setting. Must complete 6 credits over the academic year.

Prerequisite: (APCE 607 or APCE 707 with a minimum grade of C) and (SPSY 628 and SPSY 640 and SPSY 747 with a minimum grade of C). Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 6 credit hours.

SPSY 781 - Evaluation of Psychological Services (3)

Learn the theory and practice of psychological program evaluation. Use technology and measurement skills to promote systems change by evaluating the effectiveness of consultation, therapy, guidance, academic interventions, and placement.

Level Restriction: Include GR.

SPSY 789 - Internship in School Psychology (1-8)

Supervised experience in the practice of school psychology with children and adolescents in a school or clinic setting. (See Ph.D./Ed.S. Internship Guidelines for a complete description.)

Prerequisite: (SPSY 644 and SPSY 647 and SPSY 779 with a minimum grade of C). Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 8 credit hours. Course Fee: Supervision Fee Required.

SPSY 797 - Doctoral Proposal Research (1-4)

Required for all doctoral students. Student must earn a maximum of 4 hours of credit in this course in partial fulfillment of requirements for all doctoral degrees, before admission to candidacy. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 4 credit hours.

SPSY 799 - Doctoral Dissertation (1-12)

Required of all doctoral candidates. A student must earn a minimum of 12 hours of credit for the dissertation in partial fulfillment of requirements for all doctoral degrees. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

SPSY 999 - Graduate School Continuous Registration (1)

To permit a graduate student to continue making progress in a degree program. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

SRM - Statistics and Research Methods

College of Education and Behavioral Sciences

Department of Applied Statistics and Research Methods (p. 197)

SRM 502 - Applied Statistics (3)

Hypothesis formulation and testing; estimation and confidence limits; one and two-sample tests; and statistical decision theory. Study inferences arising from distribution functions: t, F, chi-square, binomial, normal.

Class Restriction: Exclude Freshman and Sophomore.

SRM 519 - Qualitative Analysis Software (1)

An overview and basic understanding of qualitative analysis software including preparation of data files, managing text and images, creating codes, memos, queries models and reports.

Level Restriction: Include GR.

SRM 520 - Introduction to Statistical Computing (1)

The course is designed to familiarize students with the use of statistical packages on both the mainframe and microcomputer platforms. Students will learn to organize, input, and analyze data.

Class Restriction: Exclude Freshman and Sophomore.

SRM 521 - Statistical Computing with SPSS (1)

Course will acquaint students with the data management, data transformation and statistical analysis procedures available in SPSS for Windows.

Prerequisite: Concurrent Prerequisite SRM 602 with a minimum grade of C. Class Restriction: Exclude Freshman and Sophomore.

SRM 522 - Introduction to R (1)

The R programming language is an important and current research tool for statisticians. Students will receive an introduction to data manipulation, graphical techniques, model building and some programming using R.

Class Restriction: Exclude Freshman and Sophomore.

SRM 523 - Introduction to SQL (1)

This course provides an introduction to the Structured Query Language (SQL). Students will learn to write retrieval queries and manage data in a relational database.

Level Restriction: Include GR.

SRM 524 - Introduction to MPlus (1)

The goal of this course is to familiarize students with the use of the Mplus software (Muthen and Muthen, 1998-2017). Students will become acquainted with the basics of Mplus. The course will focus on using Mplus for latent variable modeling.

Program Restrictions: Include App Statistic/Resrch Mthds-MS and App Statistic/Resrch Mthds-PHD. Level Restriction: Include GR.

SRM 531 - Research and Statistical Consulting I (1)

This course is intended to present an introduction to the concepts and issues surrounding statistical consulting. Students will learn and practice the process of consulting and communicating with clients.

Class Restriction: Exclude Freshman and Sophomore.

SRM 551 - Mathematical Statistics with Applications I (4)

Study of probability, random variables, distributions, moments, expected values and standard probability laws, probability bounds and point estimation.

Class Restriction: Exclude Freshman and Sophomore.

SRM 552 - Mathematical Statistics with Applications II (4)

Continuation of SRM 551. Sampling distributions, estimation techniques, maximum likelihood, tests of hypothesis, confidence intervals, regression and chi-square tests.

Prerequisite: SRM 551 with a minimum grade of C. Class Restriction: Exclude Freshman and Sophomore.

SRM 595 - Special Topics in Applied Statistics and Research Methods (1-4)

Specialized topics or contemporary issues. Topics vary.

Class Restriction: Exclude Freshman and Sophomore.

Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles and course may be repeated 1 time.

SRM 600 - Introduction to Graduate Research (3)

Principles of research, design and analysis. Read and critique published research. Required of all first year graduate students except in those departments with substitutes. Taught every semester.

Level Restriction: Include GR.

SRM 602 - Statistical Methods I (3)

Brief review of descriptive statistics. Covers probability, inference and sampling, correlation, hypothesis testing one-way ANOVA and an introduction to computer statistics packages.

Prerequisite: SRM 600 with a minimum grade of C. Level Restriction: Include GR.

SRM 603 - Statistical Methods II (3)

Continuation of SRM 602. Review of one-way ANOVA. Covers multiple comparisons, factorial designs, nested and mixed models, repeated measures, analysis of covariance and use of computer statistics packages.

Prerequisite: SRM 602 with a minimum grade of C. Level Restriction: Include GR.

SRM 606 - Multiple Linear Regression Analysis (3)

Matrix approach to continuous and categorical variables, polynomial Selected non-linear models; formulation of ANOVA and ANCOVA designs and collinearity; regression methods; backward elimination, forward selection, stepwise regression.

Prerequisite: (SRM 502 or SRM 603 with a minimum grade of C). Level Restriction: Include GR.

SRM 607 - Non-Parametric Statistics (3)

Study non-parametric tests; the rationale underlying the tests; examples of application of the tests in behavioral research; and comparison of the tests with their parametric equivalents.

Prerequisite: SRM 502 with a minimum grade of C. Level Restriction: Include GR.

SRM 608 - Experimental Design (3)

Topics include factorial designs, crossed/nested designs, repeated measurements, blocking, analysis of covariance, pre- and post-multiple comparisons, trend analysis, power and use of computer software.

Prerequisite: (SRM 502 or SRM 603 with a minimum grade of C). Level Restriction: Include GR.

SRM 609 - Sampling Methods (3)

Learn methods of survey sampling, including such topics as simple and stratified random sampling, ratio estimation, cluster sampling, systematic sampling, questionnaire design, problems of non-response and non-sampling errors.

Prerequisite: SRM 502 with a minimum grade of C. Level Restriction: Include GR.

SRM 610 - Statistical Methods III (3)

Additional multiple regression topics. Introduction to MANOVA designs, discriminant analysis, factor analysis, cluster analysis, and path analysis.

Prerequisite: (SRM 502 or SRM 603 with a minimum grade of C). Level Restriction: Include GR.

SRM 611 - Advanced Statistical Data Analysis (3)

This course is intended to provide students with the tools to perform analyses that go beyond traditional methods such as multiple regression, multiple ANOVA, and classical repeated-measures ANOVA, including data situations in which these modeling techniques have failed assumptions. General topics include diagnostics and remedies for failed traditional linear modeling assumptions, missing data techniques, power and sample size calculations and simulations, and other modern data methods.

Prerequisite: (SRM 502 or SRM 603 with a minimum grade of C). Level Restriction: Include GR.

SRM 614 - Linear Models (3)

Advanced topics in matrix algebra with applications to statistics. Development of the theory of linear models as a structure for handling problems in regression, analysis of variance, and experimental design.

Prerequisite: (SRM 502 and SRM 551 with a minimum grade of C). Level Restriction: Include GR.

SRM 619 - Applied Longitudinal Data Analysis (3)

This course is intended to provide students with the tools to perform appropriate and informative longitudinal data analyses. The level of the topics and discussions are intended to appeal to both established researchers with experience working with longitudinal data as well as new researchers with no background in longitudinal data.

Prerequisite: (SRM 502 or SRM 603 with a minimum grade of C). Level Restriction: Include GR.

SRM 620 - Advanced Statistical Programming (3)

Introduces advanced programming tools using the SAS System. Designed to better qualify students for jobs in statistical data analysis.

Prerequisite: (SRM 520 or SRM 502 or SRM 603 with a minimum grade of C). Level Restriction: Include GR.

SRM 622 - Directed Studies (1-3)

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.)

Special Notes: Maximum concurrent enrollment is two times. Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: Course is repeatable with no limitations.

SRM 625 - Applied Multiple Regression Analysis (3)

Acquaint students with the major applications of and issues related to multiple regression analysis. Gain the skills necessary for conducting and interpreting studies involving multiple regression analysis.

Prerequisite: (SRM 602 and SRM 603 with a minimum grade of C). Level Restriction: Include GR.

SRM 626 - Applied Multilevel Modeling (3)

Acquaint students with the major applications and issues related to multilevel modeling. Gain the skills necessary for conducting and interpreting studies involving multilevel modeling.

Prerequisite: (SRM 602 and SRM 603 and SRM 625 with a minimum grade of C). Level Restriction: Include GR.

SRM 627 - Survey Research Methods (3)

Covers the uses of surveys, the process involved in designing and implementing a survey study, and general issues related to survey research.

Prerequisite: (PSY 674 and SRM 600 and SRM 602 with a minimum grade of C). Level Restriction: Include GR.

SRM 629 - Structural Equation Modeling (3)

Applications of and issues related to covariance structure modeling. Students will gain skills needed for designing, conducting, and interpreting studies involving confirmatory factor analysis and latent variable path modeling.

Prerequisite: (SRM 625 and SRM 610 with a minimum grade of C). Level Restriction: Include GR.

SRM 635 - Categorical Data Analysis (3)

Principles of Categorical Data Analysis. Emphasis on log-linear and logic modeling techniques, which parallel many features of the general linear model in the continuous case. Taught alternate years.

Level Restriction: Include GR.

SRM 636 - Applied Bayesian Statistics (3)

This course provides an introduction to Bayesian statistical methods for inference. Topics include prior, likelihood, posterior, and predictive distributions, Bayesian analysis of single parameter models and simple multi-parameter models using conjugate, non-informative and informative priors, hierarchical modeling, and simulation of posterior distributions and posterior summaries using statistical packages.

Prerequisite: SRM 502 with a minimum grade of C. Level Restriction: Include GR.

SRM 637 - Applied Time Series Analysis (3)

Covers, the principles of analyzing time series data; descriptive techniques, time series models; ARIMA, SARIMA, fitting time series models in time domain, forecasting, model selection and diagnostic checking.

Prerequisite: (SRM 606 or SRM 625 with a minimum grade of C). Level Restriction: Include GR.

SRM 641 - Special Topics (1-4)

Advanced topics in applied statistics, measurement theory and research. Specific topics will be determined by the instructor and by current student needs.

Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles with no limits on the number of times it can be repeated.

SRM 645 - Statistical Process Control (3)

Introduction to the use of statistical methods for quality improvement. Provides a comprehensive coverage of material from basic principles to state-of-the-art concepts and applications to both product and non-product situations.

Prerequisite: SRM 502 with a minimum grade of C. Level Restriction: Include GR.

SRM 650 - Research and Statistics Colloquium (1)

Required of all Master's and doctoral students. Students present the results of their own research and critique and discuss the presentations of other students and faculty. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

SRM 660 - Mixed Methods Research (3)

Topics will include the historical background, 'paradigm wars', design, theory, advantages/disadvantages, writing and defending proposals, validity/reliability and data analysis of mixed methods or complimentary research.

Prerequisite: (SRM 680 and SRM 602 and Concurrent Prerequisite SRM 603 with a minimum grade of C). Level Restriction: Include GR.

SRM 665 - Data Analysis for Decision-Making (3)

Decision-making inquiry for addressing real-world problems in education, health, and social science settings. Students will gain skills needed to design, analyze, and communicate findings to support data-informed decision-making.

Prerequisite: (SRM 600 and SRM 602 with a minimum grade of C). Level Restriction: Include GR.

SRM 670 - Evaluation: Models and Designs (3)

Theories and methods of program evaluation, models of evaluation and the social context of evaluation. Nature and types of evaluation, planning, proposal writing and measurements.

Prerequisite: SRM 600 with a minimum grade of C. Level Restriction: Include GR.

SRM 671 - Grant Writing for Evaluators (3)

Emphasis on application of advanced skills in research and evaluation to the pre-proposal, proposal and post-proposal phases of the grant writing process. Students will develop an applied project with stakeholders.

Prerequisite: SRM 670 with a minimum grade of C. Level Restriction: Include GR.

SRM 673 - Evaluation: Advanced Methods (3)

Advanced methodological techniques for program evaluation. Topics include tailoring evaluations to the needs of clients and stakeholders, diagnostic procedures and needs assessments, program monitoring and judging the impact of programs.

Prerequisite: SRM 670 with a minimum grade of C. Level Restriction: Include GR.

SRM 680 - Introduction to Qualitative Research (3)

This course introduces qualitative research. Students will explore the foundations, methods and processes of qualitative research and will learn to evaluate published research.

Level Restriction: Include GR.

SRM 683 - Visual and Virtual Inquiry (3)

Students will explore research topics in visual and virtual inquiry including: history, contemporary relationship to critical research, ethical dilemmas, and current use in their own discipline. Visual and virtual products will be developed as demonstrations of students' increased methodological understandings.

Prerequisite: SRM 680 with a minimum grade of C. Level Restriction: Include GR.

SRM 684 - Research Ethics (1)

Study of ethics in human research including history, theory, disciplines' codes, IRB, distinctive respondents. Students receive an IRB training certificate, learn to prepare IRB application, and develop an ethical stance.

Level Restriction: Include GR.

SRM 685 - Educational Ethnography (3)

Provides in-depth study of ethnography as related to educational research including issues of ethics, politics, diversity, and the researcher's role. Students will propose and conduct a mini-educational ethnography.

Prerequisite: SRM 680 with a minimum grade of C. Level Restriction: Include GR.

SRM 686 - Qualitative Case Study Research (3)

In depth examination of qualitative case study research. Characteristics of general case studies along with specific types of case studies will be covered. Students will propose and conduct a mini-case study.

Prerequisite: SRM 680 with a minimum grade of C. Level Restriction: Include GR.

SRM 687 - Narrative Inquiry (3)

In depth study of narrative research including life history, oral history, biography, and auto-ethnography. Group and individual narrative inquiries will be conducted. Interviewing, ethics and research benefiting participants will be emphasized.

Prerequisite: SRM 680 with a minimum grade of C. Level Restriction: Include GR.

SRM 688 - Writing Qualitative Research (3)

An in-depth study of the role writing plays in quantitative research data collection, analysis and representation. Students will use data they collected in a variety of analysis and writing activities.

Prerequisite: (SRM 680 with a minimum grade of C) and (SRM 685 or SRM 686 or SRM 687 with a minimum grade of C). Level Restriction: Include GR.

SRM 689 - Internship in Applied Statistics (1-10)

Experiential learning in an on-campus setting, such as the Research Consulting Lab. Students work a minimum of 3 hours per week for each hour of credit. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 10 credit hours.

SRM 694 - Practicum (1-9)

Experiential learning in an on-campus setting, such as the Research Consulting Lab, in conjunction with supervision by a faculty member. Students work a minimum of 3 hours per week for each hour of credit. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 18 credit hours.

SRM 697 - Master's Project (3)

This course is intended to facilitate a capstone project at or near the completion of all other required courses for the MS Applied Statistics and Research Methods degrees. S/U graded.

Prerequisite: (SRM 502 and SRM 600 with a minimum grade of C). Level Restriction: Include GR.

SRM 700 - Advanced Research Methods (3)

Advanced research designs, concepts and methods. Required of all specialist and doctoral candidates.

Prerequisite: (SRM 502 or SRM 602 with a minimum grade of C). Level Restriction: Include GR.

SRM 705 - Advanced Issues in Research Methods (3)

Seminar is designed to acquaint advanced doctoral students with selected current issues in the field of research methodology. Topics will vary based on instructor and student interest.

Prerequisite: (PSY 674 and SRM 602 and SRM 603 and SRM 610 with a minimum grade of C). Level Restriction: Include GR.

SRM 731 - Multivariate Analysis (3)

Introduces multivariate data structures including geometrical properties and interpretations, the multivariate normal distribution, multivariate one- and two-sample tests on mean vectors and covariance matrices, MANOVA, and profile analysis.

Prerequisite: (SRM 551 and SRM 614 with a minimum grade of C). Level Restriction: Include GR.

SRM 732 - Research and Statistical Consulting II (2)

Skills and strategies for effective consulting in research, statistics, and evaluation. Students will learn about good consulting practice and will gain hands-on experience in oral and written communication with clients.

Prerequisite: (SRM 502 and Concurrent Prerequisite SRM 700 with a minimum grade of C). Level Restriction: Include GR.

SRM 752 - Statistical Inference (4)

The theoretical fundamentals of mathematical statistics and inference including: limiting distributions, statistics and sampling distributions, point estimation, sufficiency and completeness, interval estimation, and tests of hypotheses.

Prerequisite: SRM 551 with a minimum grade of C. Major/Minor Restriction: Include Appld Statistics/Resrch Mthds Major(s). Level Restriction: Include GR.

SRM 763 - Apprenticeship (1-3)

Work with faculty member on professional endeavors such as research, writing, course planning or public service. Requires 3 hours per week for each credit. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 9 credit hours.

SRM 797 - Doctoral Proposal Research (1-4)

Required of all doctoral students. Doctoral students must earn 4 hours as partial fulfillment of requirements for the doctorate. Check with the Graduate School regarding appropriate procedures and formats. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 4 credit hours.

SRM 799 - Doctoral Dissertation (1-12)

Required of all doctoral candidates. Must earn 12 hours as partial fulfillment of requirements for the doctorate. Dissertation must be approved by and defended before the dissertation committee. S/U graded.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with no limitations.

STEM - Science, Technology, Engineering, and Mathematics Education

College of Natural and Health Sciences

STEM 540 - STEM Methods I (3)

Introduces methods of teaching secondary school mathematics and science while incorporating elements of computer science, engineering, and technology. Course aims to develop future STEM professionals who are reflective practitioners.

Corequisite: EDFE 501. Class Restriction: Exclude Freshman and Sophomore.

STEM 541 - STEM Methods II (3)

Refines methods of teaching secondary school mathematics and science while incorporating elements of computer science, engineering, and technology. Course aims to develop future STEM professionals who are reflective practitioners.

Prerequisite: STEM 540 with a minimum grade of C.
Corequisite: EDFE 554. Class Restriction: Exclude Freshman and Sophomore.

TASL - Teaching American Sign Language

College of Education and Behavioral Sciences

Department of American Sign Language and Interpreting Studies (p. 193)

TASL 501 - First and Second Language Acquisition in ASL (3)

The course will introduce major theories of acquisition, and similarities and differences between first language and second language acquisition and learning for teaching ASL as L1 and L2.

Class Restriction: Exclude Freshman and Sophomore.

TASL 502 - ASL Teaching Methods (3)

This course will introduce theories and methods for teaching ASL as L1 and L2 across multiple instructional settings: elementary, secondary and post-secondary.

Class Restriction: Exclude Freshman and Sophomore.

TASL 503 - ASL Assessment and Testing (3)

The course will discuss classroom assessment tools and evaluation techniques to assess L1 and L2 ASL students' receptive, expressive and conversational skills and socio-cultural knowledge across multiple instruction settings.

Major/Minor Restriction: Include Teaching American Sign Lang Major(s). Level Restriction: Include GR.

TASL 504 - ASL Curriculum Development and Design (3)

This course will examine curriculum development in ASL education across multiple educational settings. Development and models of syllabi, including instructional technology and materials, along with lesson plans will be explored.

Major/Minor Restriction: Include Teaching American Sign Lang Major(s)/Minor(s). Level Restriction: Include GR.

TASL 505 - Teaching Deaf Community, Culture, and ASL Literature (3)

The course will focus on methods of teaching Deaf community and culture, and ASL literature in ASL classes. Appropriate cultural, community and literature contents will be explored.

Major/Minor Restriction: Include Teaching American Sign Lang Major(s). Level Restriction: Include GR.

TASL 506 - Contemporary Professional Issues in Teaching ASL (3)

The course will explore and address the contemporary issues in the profession of teaching ASL including language policy, state and national credentialing issues.

Major/Minor Restriction: Include Teaching American Sign Lang Major(s). Level Restriction: Include GR.

TASL 507 - ASL Research Methods (3)

The purposes, values, designs and methods of research in educational setting will be introduced. The students will conduct research on a topic related to ASL teaching.

Major/Minor Restriction: Include Teaching American Sign Lang Major(s). Level Restriction: Include GR.

TASL 560 - Special Topics in Teaching American Sign Language (1-6)

Advanced topics in Teaching American Sign Language. Specific topics will be determined by the instructor and by current student needs. S/U or letter graded.

Class Restriction: Exclude Freshman and Sophomore.
Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles with no limits on the number of times it can be repeated.

TASL 593 - Practicum for ASL Teaching I (3)

Students will have observational learning experiences with other ASL teachers in ASL as first language or second language instruction in various education settings.

Major/Minor Restriction: Include Teaching American Sign Lang Major(s). Level Restriction: Include GR.

TASL 594 - Practicum for ASL Teaching II (3)

Students will have in-depth teaching and learning experiences in teaching ASL as a first language or second language in an educational setting.

Prerequisite: TASL 593 with a minimum grade of C. Class Restriction: Exclude Freshman and Sophomore.

TASL 622 - Directed Studies (1-3)

Individualized investigation under the direct supervision of a faculty member. Minimum of 37.5 clock hours required per credit hour. S/U graded.

Special Notes: Maximum concurrent enrollment is two times. Major/Minor Restriction: Include Teaching American Sign Lang Major(s). Level Restriction: Include GR. Repeatable Status: Course may be repeated 2 times.

THEA - Theatre Arts

College of Performing and Visual Arts

School of Theatre Arts and Dance (p. 242)

THEA 508 - Workshop (1-3)

A variety of workshops on special topics within the discipline. Goals and objectives will emphasize the acquisition of general knowledge and skills in the discipline.

Class Restriction: Exclude Freshman and Sophomore. Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles with no limits on the number of times it can be repeated.

THEA 513 - Professional Renewal (1-3)

Update skills and knowledge of professionals in the discipline. Goals and objectives will be specifically directed at individual professional enhancement rather than the acquisition of general discipline knowledge or methodologies. S/U or letter graded.

Class Restriction: Exclude Freshman and Sophomore. Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles with no limits on the number of times it can be repeated.

THEA 601 - Graduate Practicum in Theatre (1-4)

This specialized, supervised fieldwork course involves theory and methodology in practice. Copies of written evaluation must be filed with instructor and department.

Level Restriction: Include GR. Repeatable Status: Course is repeatable with a maximum of 4 credit hours.

THEA 622 - Graduate Directed Research in Theatre (1-4)

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.)

Special Notes: Maximum concurrent enrollment is two times. Level Restriction: Include GR. Course Attribute: Variable Title Course. Repeatable Status: Course is repeatable with no limitations.

THED - Theatre Education

College of Performing and Visual Arts

School of Theatre and Dance (p. 242)

THED 500 - Academic Writing in Theatre Education (3)

In this first course in the MA in Theatre Education program, students will learn the fundamentals of writing expectations for graduate level work.

Program Restrictions: Include Thea Ed:Thea Educ Intensive-MA. Level Restriction: Include GR.

THED 530 - Theatrical Production I (3)

Students will gain a solid working overview in design, including but not limited to the following: costuming, stage make-up, scenery, sound, and lighting.

Prerequisite: (THED 600 and THED 670 with a minimum grade of C). Class Restriction: Exclude Freshman and Sophomore.

THED 531 - Theatrical Production II (3)

This course is a continuation of the ideals and concepts offered in THED 530 with emphasis placed upon those areas not addressed in Technical Production I.

Prerequisite: (THED 600 and THED 670 and THED 530 and THED 540 and THED 560 and THED 680 with a minimum grade of C) and (THED 690 or THED 696 with a minimum grade of C). Class Restriction: Exclude Freshman and Sophomore.

THED 540 - Directing/Acting: Realism and Non-Realism/Period Styles (3)

This course will include advanced studies in the approaches and techniques of directing and acting in realism, as well as explore the styles and theatrical periods of non-realism.

Prerequisite: (THED 600 and THED 670 with a minimum grade of C). Degree Restriction: Include MA and MBS and MS and MACC and MAT. Class Restriction: Exclude Freshman and Sophomore.

THED 541 - Directing/Acting: Musical Theatre (3)

This course will explore the tasks of acting in, directing, choreographing, and mounting a musical theatre production.

Prerequisite: (THED 600 and THED 670 and THED 530 and THED 540 and THED 560 and THED 680 with a minimum grade of C) and (THED 690 or THED 696 with a minimum grade of C). Class Restriction: Exclude Freshman and Sophomore.

THED 560 - Innovative Strategies in Drama Education (3)

Students will research theatre education strategies practiced in the US and internationally. Focus will be paid to investigating methods which break the mold of traditional practices in most secondary school settings.

Level Restriction: Include GR.

THED 561 - Voice and Movement (3)

This course is designed to provide an advanced working knowledge of the voice using fundamental through advanced exercises. The movement section of this course will provide working knowledge of the actor's body and its connection to vocal work.

Level Restriction: Include GR.

THED 600 - Dramaturgy/Research Methodology (3)

Students learn effective research strategies for the field of theatre arts. Students will produce a dramaturgical protocol, requiring detailed preparatory research, testing of ideas, and public presentation of theory and concepts in practice.

Level Restriction: Include GR.

THED 670 - Advocacy, History, and Philosophy of Theatre Education (3)

This course will explore the history and philosophy of theatre education in the U.S. Participants will investigate the guiding question: why is theatre education essential for every school?

Level Restriction: Include GR.

THED 680 - Theatre Education Curriculum Development (3)

The purpose of this course is for students to apply the techniques and strategies acquired from previous courses into creating actual curriculum for their classrooms. Students will conduct interviews with experienced teachers in the field, research national theatre curriculum, and analyze and develop new curriculum.

Level Restriction: Include GR.

THED 690 - Thesis I (3)

In this course, students will prepare a prospectus proposal and a portion of the prompt book for their Master's thesis project.

Prerequisite: (THED 530 and THED 540 and THED 560 with a minimum grade of C). Level Restriction: Include GR.

THED 696 - Action Research I (3)

In this course, students will begin an action research plan developed and approved in THED 680: Theatre Education Curriculum Development.

Prerequisite: (THED 530 and THED 540 and THED 560 and THED 600 and THED 670 and THED 680 with a minimum grade of C). Level Restriction: Include GR.

THED 697 - Action Research II (3)

In this course, students will complete an action research project begun in THED 696 by drawing conclusions and discussing implications. They will submit final reports to graduate committees.

Prerequisite: (THED 530 and THED 531 and THED 540 and THED 541 and THED 560 and THED 561 and THED 600 and THED 670 and THED 680 with a minimum grade of C) and (THED 690 or THED 696 with a minimum grade of C). Level Restriction: Include GR.

THED 699 - Thesis II (3)

In this course, students will finish the dramaturgical protocol and promptbook for their Master's thesis project and produce the show that accompanies them both. S/U graded.

Level Restriction: Include GR.

TIP - Technology Innovation and Pedagogy

College of Education and Behavioral Sciences

School of Teacher Education (p. 209)

TIP 508 - Workshop (1-3)

A variety of workshops on special topics within the discipline. Goals and objectives will emphasize the acquisition of general knowledge and skills in the discipline. S/U or letter graded.

Class Restriction: Exclude Freshman and Sophomore.

Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles with no limits on the number of times it can be repeated.

TIP 513 - Professional Renewal (1-3)

Update skills and knowledge of professionals in the discipline. Goals and objectives will be specifically directed at individual professional enhancement rather than the acquisition of general discipline knowledge or methodologies. S/U or letter graded.

Class Restriction: Exclude Freshman and Sophomore.

Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles with no limits on the number of times it can be repeated.

WLC - World Languages and Cultures

College of Humanities and Social Sciences

Department of World Languages and Cultures (p. 217)

WLC 531 - Teaching of Foreign Languages (2)

Study problems in teaching at secondary and elementary school levels, content development for course of study, organization of learning materials, teaching procedures, testing and evaluating. Normally conducted in workshop format.

Offered: Generally offered Summer Annually. Class Restriction: Exclude Freshman and Sophomore. Course Attribute: Variable Title Course. Repeatable Status: ST - Repeatable under different subtitles with no limits on the number of times it can be repeated.

ADMINISTRATION

Board of Trustees

In parentheses: the first year is the date of the first appointment; the second year is the expiration of the present term.

Chair, Richard Monfort (1999-2024)

- Vice Chair, Janice Sinden (2017-2022)
- Steve Jordan (2019-2022)
- Maia Babbs (2020-2023)
- Shashwata Prateek Dutta (2020-2023)
- Patricia Barela Rivera (2020-2024)
- Annette Martinez (2022-2025)
- Faculty Trustee, Fritz Fischer (2021-2022)
- Student Trustee, Rasheeda Grant (2021-2022)
- Treasurer, Michelle F. Quinn
- Secretary, Daniel R. Satriana, Jr.

President and General Administration

President

Andrew Feinstein, Ph.D.

(2018), President - University of Nevada, Las Vegas, B.S.; University of Nevada, Las Vegas, M.S.; The Pennsylvania State University, Ph.D.

General Administration

The UNC administration is listed with their name followed by their highest degree. The year in parentheses is the first year of employment at UNC followed by all degrees conferred.

Vice Presidents

Kirsten Fleming, Ph.D.

(2022), Executive Vice President for Academic Affairs and Provost - University of London, England, B.Sc.; University of Birmingham, England, Ph.D.

Tobias J. Guzmán, Ed.D.

(2000), Vice President for Diversity, Equity, and Inclusion - University of Northern Colorado, B.A.; Plymouth State University, M.A.; Northeastern University, Ed.D.

Cedric Howard, Ed.D.

(2021), Vice President for Student Affairs – Georgia College and State University, B.S.; University of Tennessee, M.Ed.; Capella University, Ed.D.

Michelle F. Quinn, M.A.,

(1999), Senior Vice President for Finance & Administration and Chief Financial Officer - George Mason University, B.S.; West Virginia University, M.A.

Daniel R. Satriana, Jr., J.D.

(2010), Vice President and General Counsel - Lafayette College, A.B.; Villanova University School of Law, J.D.

Allie Steg Haskett, M.N.M.

(2005), Vice President for University Advancement - University of Northern Colorado, B.A.; Regis University, M.N.M.

Associate Vice Presidents and Associate Provosts

Jeri-Anne Lyons, Ph.D.

(2020), Associate Vice President of Research and Dean of the Graduate School - University of Wisconsin-Stevens Point, B.S.; Medical College of Wisconsin, Ph.D.

Nancy Matchett, Ph.D.

(2007), Associate Provost and Assistant Vice President for Undergraduate Studies - Brown University, B.A.; American University, M.A.; University of Maryland at College Park, Ph.D.

Blaine Nickeson, M.S.

(2019), Associate Vice President for Administration – University of Washington, B.A.; Colorado State University, M.S.

Assistant Vice Presidents and Assistant Provosts

Kim Black, Ph.D.

(2001), Assistant Provost for Academic Effectiveness - University of Northern Colorado, B.A.; University of Northern Colorado, M.A.; University of Northern Colorado, Ph.D.

Lyndsey Crum, J.D.

(2014), Assistant Vice President for Alumni Relations - University of Northern Colorado, B.A.; University of Denver, J.D.

Deborah Farris, M.S.

(2022), Assistant Vice President for Marketing and Communications - Ohio Northern University, B.A.; University of Louisiana-Lafayette, M.S.

Kirk Leichliter, B.S.

(1990), Assistant Vice President for Facilities Management - University of Wyoming, B.S.

Peter Lien, M.S.

(2021), Assistant Vice President for Enrollment Management - Concordia College, B.A.; Minnesota State University Moorhead, M.S.

Dale Pratt, B.S.

(2020), Assistant Vice President for Finance - University of Northern Colorado, B.S.

Jenny Shoop, M.S.

(2009), Assistant Vice President for Development - University of Northern Colorado, B.A.; University of Northern Colorado, M.S.

Stephanie Torrez, M.A.

(1996), Assistant Vice President for Student Success - University of Northern Colorado, B.A.; University of Northern Colorado, M.A.

College Administration

College of Education and Behavioral Sciences

Jared Stallones, Ph.D., Dean

(2021), University of Texas at Austin, B.A.; University of Texas at Austin, M.A.; University of Texas at Austin, Ph.D.

College of Humanities and Social Sciences

Laura Connolly, Ph.D., Dean

(2000), University of Colorado, B.A.; Northwestern University, M.A.; Northwestern University, Ph.D.

Kenneth W. Monfort College of Business

Sher Gibbs, Ph.D., Dean

(2020), Grambling State University, B.S.; Winona State University, M.B.A.; Jackson State University, Ph.D.

College of Natural and Health Sciences

Kamel Haddad, Ph.D., Dean

(2021), Georgia Institute of Technology, B.S.; University of Maryland, Ph.D.

College of Performing and Visual Arts

Cristina Goletti, M.F.A., Dean

(2021), University of Colorado, M.F.A.; London Contemporary Dance School, Postgraduate Diploma & Certificate in Higher Ed.; MAS-Milan Italy, Diploma in Performing Arts/Contemporary

Graduate School

Jeri-Anne Lyons, Ph.D., Dean

(2020), Associate Vice President of Research and Dean of the Graduate School - University of Wisconsin-Stevens Point, B.S.; Medical College of Wisconsin, Ph.D.

University Libraries

Jennifer Nutefall, M.A., M.L.S., Dean

(2020), Syracuse University, B.S.; Syracuse University, M.L.S.; George Washington University, M.A.

UNC FACULTY

Department of Accounting and Computer Information Systems Faculty

Tabandeh Harraf, M.S.

(2007), Senior Lecturer of Computer Information Systems - Utah State University, B.S.; Utah State University, M.S.; Embry-Riddle University, M.S.E.

Jay M. Lightfoot, Ph.D.

(1991), Professor of Computer Information Systems - East Texas State University, B.S.; University of Colorado at Colorado Springs, M.B.A.; University of Colorado at Boulder, Ph.D. (G)

Muhanad “Moe” Manshad, Ph.D.

(2018), Assistant Professor of Computer Information Systems - New Mexico State University, B.S.; New Mexico State University, M.S.; New Mexico State University, Ph.D. (G)

Anna Rose, Ph.D.

(2022), Professor of Accounting - Texas A&M University, B.B.A.; Texas A&M University, M.S.; Texas A&M University, Ph.D.

Jacob Rose, Ph.D.

(2022), Professor of Accounting - Texas A&M University, M.S.; Texas A&M University, Ph.D.

Philipp D. Schaberl, Ph.D.

(2018), Associate Professor of Accounting - Johannes Kepler University Linz Austria. M.S.; University of Cincinnati, M.S.; University of Cincinnati, Ph.D.

Lloyd “Pat” Seaton, Ph.D.

(2007), Associate Professor of Accounting - University of Arkansas, B.S.; University of Arkansas, M.B.A.; University of Nebraska, Ph.D. (G)

Jessica Weber, Ph.D.

(2017), Associate Professor of Accounting - University of Wisconsin, B.B.A.; University of Wisconsin, M.Acc.; University of Colorado, Ph.D.

William E. Wilcox, Ph.D.

(2009), Professor of Accounting - Iowa State University, B.S.; University of South Dakota, M.S.; University of Lincoln-Nebraska, Ph.D. (G)

Africana Studies Program Faculty

George H. Junne, Jr., Ph.D.

(1992), Professor of Africana Studies - University of Michigan, B.F.A.; University of Michigan, M.A.; University of Michigan, Ph.D. (G)

Department of American Sign Language and Interpreting Studies Faculty

Pauline M. Ballentine, M.A., CDI

(2017), Senior Lecturer of American Sign Language & Interpreting Studies - North Central University, B.A.; Regents University, M.A.

Barbara Garrett, Ph.D.

(2016), Director of American Sign Language & Interpreting Studies - World Evangelism Bible College, B.A.; Missouri State University, M.A.; Biola University, Ph.D. (G)

Melinda Kisling, M.Ed.

(2021), Senior Lecturer of American Sign Language & Interpreting Studies - Rochester Institute of Technology, B.F.A.; Lamar University, M.Ed.

Anand Raj, M.A.

(2021), Lecturer of American Sign Language & Interpreting Studies - Rochester Institute of Technology, B.S.; Gallaudet University, M.A.

Kellie Stewart, M.Ed.

(2017), Senior Lecturer of American Sign Language & Interpreting Studies - University of Massachusetts - Boston, B.A.; Northeastern University, M.Ed.

Department of Anthropology Faculty

Andrew T. Creekmore III, Ph.D.

(2011), Professor of Anthropology - University of North Carolina at Chapel Hill, B.A.; Pennsylvania State University, M.A.; Northwestern University, Ph.D. (G)

Whitney L. Duncan, Ph.D.

(2012), Associate Professor of Anthropology -Columbia University, B.A.; University of California-San Diego, M.A.; University of California-San Diego, Ph.D. (G)

Marian Hamilton, Ph.D.

(2018), Assistant Professor of Anthropology - Pennsylvania State Professor, B.A.; University of New Mexico, M.S.; University of New Mexico, Ph.D.

Patricia Jolly, M.A.

(2006), Senior Lecturer of Anthropology - University of Northern Colorado, B.A.; Regis University, M.A.

Michael Kimball, Ph.D.

(2013), Professor of Anthropology - College of the Atlantic Bar Harbor ME, B.A.; University of Wisconsin-Madison, M.A.; University of Wisconsin- Madison, Ph.D. (G)

Britney Kyle, Ph.D.

(2012), Professor of Anthropology - University of Colorado, B.A.; The Ohio State University, M.A.; The Ohio State University, Ph.D.

Ather Zia, Ph.D.

(2014), Associate Professor of Anthropology and Gender Studies - University of Kashmir, Srinagar, Kashmir, India, B.Sc.; University of Kashmir, India, M.A.; Cal State University-Fullerton, M.A.; University of California-Irvine, Ph.D. (G)

Department of Applied Psychology and Counselor Education Faculty

Heather Helm, Ph.D.

(2004), Chair, Department of Applied Psychology and Counselor Education, Professor of Counselor Education - Washington State University, B.S.; University of Mississippi, M.Ed.; University of Mississippi, Ph.D. (G, DR)

Brian D. Johnson, Ph.D.

(1998), Professor of Counseling Psychology - University of Iowa, B.S.; University of Iowa, Ph.D. (G, DR)

Danielle M. Kahlo, Ph.D.

(2009), Associate Professor of Applied Psychology and Counselor Education - University of Mississippi, B.A.; University of Mississippi, M.A.; University of Northern Colorado, Ph.D. (G)

Jennifer L. Murdock, Ph.D.

(2007), Professor of Counselor Education - Chadron State College, B.A.; Chadron State College, M.A.; University of Wyoming, Ph.D. (G, DR)

Kristin Myers, Ph.D.

(2021), Assistant Professor of Applied Psychology and Counselor Education - University of Northern Colorado, B.A.; University of Northern Colorado, M.A.; University of Northern Colorado, Ph.D.

Kenneth J. Parnell, Ph.D.

(2017), Associate Professor of Counseling Psychology - Brigham Young University, B.S.; University of Maryland-College Park, M.S.; University of Nebraska-Lincoln, Ph.D. (G)

Jeffrey A. Rings, Ph.D.

(2011), Associate Professor of Counseling Psychology - Pepperdine University, B.A.; Northwestern University, M.A.; University of Denver, Ph.D. (G, DR)

Lu Tian, Ph.D.

(2015), Associate Professor of Counseling Psychology - Beijing Normal University, B.S.; Beijing Normal University, M.E.; University of Missouri, Ph.D. (G)

Matthew Tis, Ph.D.

(2021), Assistant Professor of Applied Psychology and Counselor Education - Grove City College, B.A.; Denver Seminary, M.A.; University of Northern Colorado, Ph.D.

Angela L Vaughan, Ph.D.

(2010), Associate Professor, First Year Curriculum and Instruction - University of Texas, Arlington, B.S.; University of Texas, Arlington, M.Ed.; University of Texas, Austin, Ph.D. (G)

Angela G. Weingartner, Ph.D.

(2017), Assistant Professor of Counselor Education - Metropolitan State University of Denver, B.A.; University of Northern Colorado, M.A.; University of Wyoming, Ph.D. (G)

Stephen L. Wright, Ph.D.

(2008), Professor of Counseling Psychology - Asbury College, B.A.; Ball State University, M.A.; Ball State University, Ph.D. (G, DR)

Department of Applied Statistics and Research Methods Faculty

Maria K. E. Lahman, Ph.D.

(2001), Professor of Applied Statistics and Research Methods - Eastern Mennonite University, B.S.; James Madison University, M.S.; Virginia Polytechnic Institute and State University, Ph.D. (G, DR)

Randy Larkins, Ph.D.

(2018), Assistant Professor of Applied Statistics and Research Methods - Colorado State University, B.A.; Colorado State University, M.S.; University of Northern Colorado, Ph.D. (G)

William Merchant, Ph.D.

(2017), Associate Professor of Applied Statistics and Research Methods - Keene State University, B.A.; Kent State University, M.Ed.; Kent State University, Ph.D. (G, DR)

Khalil Shafie, Ph.D.

(2007), Professor of Applied Statistics and Research Methods - Shahid Chamran University, B.Sc.; Shahid Chamran University, M.Sc.; McGill University, Ph.D. (G, DR)

Chia-Lin Tsai, Ph.D.

(2017), Assistant Professor of Applied Statistics and Research Methods - University of Missouri, B.A.; University of Missouri, M.A.; Boston College, M.A.; University of Missouri, Ph.D. (G)

Han Yu, Ph.D.

(2017), Assistant Professor of Applied Statistics and Research Methods - Xiamen University, B.S.; Xiamen University, M.S.; Florida State University, M.S.; Florida State University, Ph.D. (G, DR)

School of Art and Design Faculty

Lauren Eisen, M.F.A.

(2006), Professor of Art & Design - Columbus College of Art & Design. B.F.A.; Tulane University, M.F.A. (G)

Mark Fetkewicz, M.F.A.

(2000), Professor of Art & Design- Colorado State University, B.F.A.; University of Illinois-Urbana-Champaign, M.F.A. (G)

Kiki Gilderhus, Ph.D.

(2015), Associate Professor of Art & Design - Gustavus Adolphus College, B.A.; University of Wisconsin-Madison, M.A.; University of Wisconsin-Madison, Ph.D. (G)

Donna Goodwin, Ph.D.

(2017), Assistant Professor of Art & Design - University of North Texas, B.F.A.; University of Phoenix, Denver, M.A.; University of Denver, Ph.D. (G)

Michael Lemke, M.F.A.

(2005), Professor of Art & Design - University of Northern Colorado, B.A.; Kansas State University, M.F.A. (G)

Andrew Liccardo, M.F.A.

(2013), Professor of Art & Design - Loyola University of Chicago, B.A.; Texas Tech University, M.F.A.

Connie Stewart, Ph.D.

(1998), Professor of Art & Design - University of Northern Colorado, B.A.; University of Northern Colorado, M.A.; Union Institute and University, Ph.D. (G)

Anna Ursyn, Ph.D.

(1993), Professor of Art & Design - University of Fine Arts-Warsaw, Poland, M.F.A.; University of Wyoming, M.F.A.; University of Wyoming, Ph.D. (G, DR)

School of Biological Sciences Faculty

Lauryn Benedict, Ph.D.

(2010) Professor of Biological Sciences - Cornell University B.A.; University of California, Berkeley, Ph.D. (G, DR)

Patrick Burns, Ph.D.

(2004), Professor of Biological Sciences - West Virginia University, B.S.; Clemson University, M.S.; Clemson University, Ph.D. (G, DR)

Gregory K. DeKrey, Ph.D.

(2001), Associate Professor of Biological Sciences - University of California-Santa Cruz, B.A.; Oregon State University, Ph.D. (G, DR)

Ginger Fisher, Ph.D.

(2009), Associate Professor of Biological Sciences - Indiana University of Pennsylvania, B.A.; Indiana University of Pennsylvania, B.S.; Wake Forest University, M.S., Wake Forest University, Ph.D. (G, DR)

Scott B. Franklin, Ph.D.

(2008), Professor of Biological Sciences - Upper Iowa University, B.S.; Southern Illinois University, M.S.; Southern Illinois University, Ph.D.; University of Joensuu, Finland; Ph.D. (G, DR)

Susana Karen Gomez, Ph.D.

(2012), Associate Professor of Biological Sciences - University Autonoma Gabriel Rene Moreno, Santa Cruz, Bolivia, B.S.; University of Arkansas, M.S.; University of Arkansas, Ph.D. (G)

Yuyan Han, Ph.D.

(2018), Assistant Professor of Biological Sciences - Tongji University, Shanghai, China, B.S.; Tongji University, Shanghai, China, M.S.; Texas A&M University, Ph.D. (G)

James M. Haughian, Ph.D.

(2012), Assistant Professor of Biological Sciences - University of Wisconsin-Madison, B.S.; University of Wisconsin-Madison, M.S.; University of Colorado, Ph.D. (G)

Teresa M. Higgins, Ph.D.

(2003), Professor of Biological Sciences - Saint Francis College, B.S.; Clarion University of Pennsylvania, M.Ed.; University of Georgia, Ph.D. (G)

Emily Holt, Ph.D.

(2016), Associate Professor of Biological Sciences - Colorado College, B.A.; University of Wyoming, M.S.; Oregon State University, Ph.D. (G, DR)

Andrea James, Ph.D.

(2016), Assistant Professor of Biological Sciences - San Francisco State University, B.S.; Stanford University, Ph.D. (G, DR)

Susan M. Keenan, Ph.D.

(2006), Professor of Biological Sciences - University of Missouri St. Louis, B.A.; St. Louis Medical School, Ph.D. (G, DR)

Judith Leatherman, Ph.D.

(2010), Associate Professor of Biological Sciences - Eastern Mennonite University, B.S.; University of Pennsylvania School of Medicine, Ph.D. (G, DR)

Stephen P. Mackessy, Ph.D.

(1994), Professor of Biological Sciences - University of California, B.A.; University of California, M.A.; Washington State University, Ph.D. (G, DR)

Mitchell McGlaughlin, Ph.D.

(2008), Professor of Biological Sciences - Reed College, B.A.; Claremont Graduate University/Rancho Santa Ana Botanic Gardens, Ph.D. (G, DR)

Nicholas Pullen, Ph.D.

(2016), Associate Professor of Biological Sciences - James Madison University, B.S.; Virginia Commonwealth University, Ph.D. (G, DR)

Mark P. Thomas, Ph.D.

(2006), Associate Professor of Biological Sciences - University of California, Davis, B.S.; University of California, Davis, Ph.D. (G, DR)

Department of Chemistry and Biochemistry Faculty

Aaron K. Apawu, Ph.D.

(2018), Assistant Professor of Chemistry - B.S., University of Cape Coast (Ghana); M.S., East Tennessee State University; Ph.D., Wayne State University (G)

Corina E. Brown, Ph.D.

(2013), Assistant Professor of Chemistry - Polytechnic Institute of Bucharest, B.S.; University of Northern Colorado, M.S.; University of Northern Colorado, Ph.D. (G)

Aichun Dong, Ph.D.

(1995), Professor of Chemistry - Guangxi Medical University of China. M.D.; Colorado State University, Ph.D. (G, DR)

Robert P. Houser, Ph.D.

(2012), Professor of Chemistry - Colorado State University, B.S.; University of Minnesota, Ph.D.

Michael D. Mosher, Ph.D.

(2011), Professor of Chemistry - University of Idaho, B.S.; Dartmouth College, M.S.; Texas Tech University, Ph.D. (G)

Murielle Watzky, Ph.D.

(2014), Associate Professor of Chemistry and Biochemistry - Ecole Supérieure de Chimie Industrielle de Lyon, France, Diplôme d'Ingenieur; Wayne State University, Ph.D. (G, DR)

Melissa Weinrich, Ph.D.

(2017), Associate Professor of Chemistry - Reed College, B.A.; University of Arizona, Ph.D.

Department of Chicana/o and Latinx Studies Faculty

Dennis Aguirre, Ph.D.

(2017), Assistant Professor of Chicana/o and Latinx Studies - The University of New Mexico, B.A.; The University of Texas at El Paso, M.A.; The University of Texas at El Paso, Ph.D.

Jonathan Alcantar, Ph.D.

(2016), Associate Professor of Chicana/o and Latinx Studies - San Jose State University, B.A.; San Jose State University, M.A.; University of California, Davis, Ph.D. (G)

Priscilla L. Falcon, Ph.D.

(1995), Professor of Chicana/o and Latinx Studies - Adams State College, B.A.; University of Denver, M.A.; University of Denver, Ph.D. (G)

Department of Communication Sciences and Disorders Faculty

Diane Erdbruegger, Au.D.

(1988), Assistant Professor of Communication Sciences and Disorders - Colorado State University, B.S.; University of Northern Colorado, M.A.; Pennsylvania College of Optometry, School of Audiology, Au.D. (G)

Tina Farrell, M.A.

(2013), Instructor of Communication Sciences and Disorders - California State University, B.A.; University of Colorado, Boulder, M.A.

Donald S. Finan, Ph.D.

(2009), Professor of Communication Sciences and Disorders - Eastern Illinois University, B.S.; Eastern Illinois University, M.S.; Indiana University, Ph.D. (G, DR)

Julie A. Hanks, Ed.D.

(1984), Professor of Communication Sciences and Disorders - University of California-Santa Barbara, B.A.; University of Northern Colorado, M.A.; University of Northern Colorado, Ed.D. (G)

Erinn M. Jimmerson, Au.D.

(2013), Instructor of Communication Sciences and Disorders - University of Northern Colorado, B.A.; University of Northern Colorado, M.A.; Salus University, Au.D.

Charles Lenell, Ph.D.

(2022), Assistant Professor of Communication Sciences and Disorders - Northern Illinois University, B.S.; Eastern Illinois University, M.S.; New York University, Ph.D.

Deanna K. Meinke, Ph.D.

(2004), Professor of Communication Sciences and Disorders - Colorado State University, B.S.; Northern Illinois University, M.A.; University of Colorado, Ph.D. (G, DR)

Kim A. Murza, Ph.D.

(2012), Associate Dean, College of Natural and Health Sciences and Associate Professor of Communication Sciences and Disorders - University of Central Florida, B.A.; University of Central Florida, M.A.; University of Central Florida, Ph.D. (G)

Caitlin Raaz, Ph.D.

(2020), Assistant Professor of Communication Sciences and Disorders - University of Washington, B.S.; Arizona State University, M.S.; Arizona State University, Ph.D. (G)

Nicole Reisfeld, SLPD

(2010), Instructor of Communication Sciences and Disorders - Worcester State College, B.S.; Pennsylvania State University, M.S.; Northwestern University, SLPD

Tina M. Stoodly, Ph.D.

(2005), Professor of Communication Sciences and Disorders - Binghamton University, B.S.; Washington University, M.S.; University of Memphis, Ph.D. (G, DR)

Department of Communication Studies Faculty

Linda S. Allen, Ph.D.

(1992), Professor of Communication - Idaho State University, B.A.; University of Wisconsin, M.A.; University of Oregon, Ph.D. (G)

Thomas G. Endres, Ph.D.

(2003), Professor of Communication - St. Cloud State University, B.S.; University of Illinois, M.A.; St. Paul Seminary School of Divinity, M.A.; University of Minnesota, Ph.D. (G)

Jarae Fulton, M.A.

(2008), Senior Lecturer of Communication - University of Northern Colorado, B.A.; University of Northern Colorado, M.A.

James A. Keaten, Ph.D.

(1991), Professor of Communication - Montclair State College, B.A.; Pennsylvania State University, M.A.; Pennsylvania State University, Ph.D. (G)

Sherilyn R. Marrow, Ph.D.

(1995), Professor of Communication - University of Nebraska, B.S.; University of Nebraska, M.A.; University of Denver, Ph.D. (G)

Heidi Muller, Ph.D.

(2002), Associate Professor of Communication - Carleton College, B.A.; Harvard Graduate School of Education, M.Ed.; University of Colorado, Ph.D. (G)

David L. Palmer, Ph.D.

(1999), Professor of Communication - Wheaton College, B.A.; Ohio University, M.A.; Bowling Green State University, Ph.D. (G)

Charles E. Soukup, Ph.D.

(2001), Professor of Communication - Minnesota State University, B.A.; University of Northern Iowa, M.A.; University of Nebraska, Ph.D. (G)

Department of Community Health Education Faculty

Elizabeth A. Gilbert, Ed.D.

(2008), Professor of Community Health - Texas A&M University, B.S.; Peabody College of Vanderbilt University, M.Ed.; Peabody College of Vanderbilt University, Ed.D. (G)

Rose Grose, Ph.D.

(2018), Assistant Professor of Community Health Education - Kalamazoo College, B.A.; University of California Santa Cruz, M.S.; University of California Santa Cruz, Ph.D. (G)

Teresa A. Sharp, Ph.D.

(2011), Associate Professor of Community Health - Middle Tennessee State University, B.S.; George Peabody College of Vanderbilt University, M.Ed.; University of Colorado-Denver, Ph.D. (G)

Department of Criminology and Criminal Justice Faculty

Patrick Brady, Ph.D.

(2021), Assistant Professor of Criminology & Criminal Justice - Weber State University, B.A.; Boise State University, M.A.; Sam Houston State University, Ph.D. (G)

Paul Hawkins, Ph.D.

(2020), Assistant Professor of Criminology & Criminal Justice - Pennsylvania State University, B.A.; Indiana University of Pennsylvania, M.A.; Indiana University of Pennsylvania, Ph.D. (G)

Brian Iannacchione, Ph.D.

(2012), Associate Professor of Criminology & Criminal Justice - Pennsylvania State University, B.A.; Boise State University, M.A.; Indiana University of Pennsylvania, Ph.D. (G)

Maria Pettolina, D.M.

(2020), Instructor of Criminology & Criminal Justice - Lasalle University, B.A.; Philadelphia College of Osteopathic Medicine, M.S.; Colorado Technical University, D.M.

Victoria Terranova, Ph.D.

(2016), Associate Professor of Criminology & Criminal Justice - Texas State University, B.S.; Texas State University, M.S.; Texas State University, Ph.D. (G)

Kyle C. Ward Ph.D.

(2015), Associate Professor of Criminology & Criminal Justice - Lebanon Valley College, B.A.; John Jay College of Criminal Justice, M.A.; Indiana University of Pennsylvania, Ph.D. (G)

Department of Earth and Atmospheric Sciences Faculty

Steven Anderson, Ph.D.

(2007), Professor of Geology - Cornell College, B.S.; Arizona State University, M.S.; Arizona State University, Ph.D. (G, DR)

Graham B. Baird, Ph.D.

(2007), Professor of Earth Sciences - St. Lawrence University, B.S.; State University of New York at Binghamton, M.A.; University of Minnesota, Ph.D. (G)

Sharon Bywater-Reyes, Ph.D.

(2017), Assistant Professor of Geology - Southern Oregon University, B.S., B.A.; University of Wyoming, M.S.; University of Montana, Ph.D.

Joe T. Elkins, Ph.D.

(2007), Associate Professor of Earth Sciences - State University of West Georgia, B.S.; State University of West Georgia, M.Ed.; University of Georgia, Ph.D.

Emmett Evanoff, Ph.D.

(2005), Associate Professor of Earth Sciences - University of Wyoming, B.S.; University of Colorado, M.S.; University of Colorado, Ph.D. (G)

Wendilyn Flynn, Ph.D.

(2012), Associate Professor of Meteorology - St. Cloud University, B.S.; University of Illinois-Urbana, M.S.; University of Illinois-Urbana, Ph.D.

Timothy Grover, Ph.D.

(2018), Professor of Geology - St. Lawrence University, B.S.; University of Oregon, M.S.; University of Oregon, Ph.D. (G)

David G. Lerach, Ph.D.

(2013), Associate Professor of Meteorology - Saint Cloud State University, B.S.; Colorado State University, M.S.; Colorado State University, Ph.D. (G)

Lucinda Shellito, Ph.D.

(2005), Professor of Meteorology - University of California, Davis, B.S.; University of California, Davis, M.S.; University of California, Santa Cruz, Ph.D. (G)

Bryon M. Straw, M.A.

(2016), Senior Lecturer in Earth Sciences - Clarion University of Pennsylvania, B.S.; University of Northern Colorado, M.A.

Department of Economics Faculty

David R. Aske, Ph.D.

(1997), Professor of Economics - Mankato State University, B.S.; University of Nebraska, Ph.D.

Mark Eiswerth, Ph.D.

(2009), Professor of Economics - Colorado College, B.A.; University of Maryland, M.A.; University of Maryland, Ph.D.

Chris Marston, Ph.D.

(1999), Professor of Economics - University of Nevada-Reno, B.S.; University of Nevada-Reno, M.S.; Colorado State University, Ph.D.

Chris McMahan, Ph.D.

(2018), Assistant Professor of Economics - Trinity University, B.A.; University of Colorado, M.A.; University of Colorado, Ph.D.

Junpyo Park, Ph.D.

(2018), Assistant Professor of Economics - Chungnam National University, South Korea, B.A.; University of Nebraska, Lincoln, M.A.; University of Nebraska, Lincoln, Ph.D.

Dawit Senbet, Ph.D.

(2011), Professor of Economics - Addis Ababa University, B.A.; Western Michigan University, M.A.; Western Michigan University, Ph.D. (G)

Department of English Faculty

Roger Austin, Ph.D.

(2018), Instructor of English - Michigan State University, B.A.; University of Michigan-Flint, M.A.; Georgia State University, Ph.D. (G)

Stacy R. Bailey, Ph.D.

(2012), Assistant Professor of English Education - University of Northern Colorado, B.A.; University of Northern Colorado, M.A.; University of Northern Colorado, Ph.D.

Kristin Bovaird-Abbo, Ph.D.

(2008), Professor of English - Baker University, B.A.; University of Kansas, M.A.; University of Kansas, Ph.D. (G)

Lauren Brentnell, Ph.D.

(2018), Assistant Professor of English - University of Oklahoma, B.A.; University of Oklahoma, M.A.; Michigan State University, Ph.D. (G)

Yavanna Brownlee, Ph.D.

(2018), Instructor of English - Lyon College, B.A.; University of Alaska Fairbanks, M.F.A.; Ohio University, Ph.D. (G)

Kenneth Chan, Ph.D.

(2008), Professor of English - Bob Jones University, B.A.; Clemson University, M.A.; University of Florida, Ph.D. (G)

Joseph Chaves, Ph.D.

(2005), Associate Professor of English - Boston University, B.A.; Rutgers University, Ph.D.

Sarah Cornish, Ph.D.

(2013), Associate Professor of English - University of California, Irvine, B.A.; Boston College, M.A.; Fordham University, Ph.D. (G)

Simon Cropp, M.A.

(2018), Clinical Faculty Lecturer - University of Northern Colorado, B.A.; University of Northern Colorado, M.A.

Melody Denny, Ph.D.

(2018), Assistant Professor of English - Northeastern State University, B.A.; Northeastern State University, M.A.; Oklahoma State University, Ph.D. (G)

Molly Desjardins, Ph.D.

(2009), Associate Professor of English - Sarah Lawrence College, B.A.; University of California, Irvine, M.A.; University of California, Irvine, Ph.D. (G)

Lahcen E. Ezzaher, Ph.D.

(1997), Professor of English - University Mohamed V. Morocco, B.A.; University of Bath, U.K., M.A.; University of Arizona, Ph.D. (G)

Burke Hilsabeck, Ph.D.

(2016), Associate Professor of English - Kenyon College, B.A.; University of Chicago, M.A.; University of Chicago, Ph.D.

Jeraldine Kraver, Ph.D.

(2002), Professor of English - Georgetown University, B.A.; Southern Connecticut State University, M.A.; University of Kentucky, Ph.D. (G)

Andreas Mueller, Ph.D.

(2017), Professor in English - University of Huddersfield (UK), B.A.; University of Manchester (UK), M.A.; University of Huddersfield (UK), Ph.D. (G)

Marc C. Santos Ph.D.

(2016), Assistant Professor of English - Clark University, B.A.; Boston University, M.S.; Purdue University, Ph.D.

Tracey A. Sedinger, Ph.D.

(1995), Professor of English - Chatham College, B.A.; State University of New York, M.A.; State University of New York, Ph.D.

Tara Wood, Ph.D.

(2018), Associate Professor of English - Colorado State University, B.A.; Colorado State University, M.A.; University of Oklahoma, Ph.D. (G)

Lisa H. Zimmerman, M.F.A.

(2009), Professor of English - Colorado State University, B.A.; Washington University, M.F.A. (G)

Department of Finance Faculty**Cris de la Torre, Ph.D., J.D.**

(2000), Professor of Finance - University of Notre Dame, B.S.; University of Texas-El Paso, M.B.A.; University of Texas-Austin, Ph.D.; University of Colorado, J.D. (G)

Joseph J. French, Ph.D.

(2007), A. M. and Jo Winchester Distinguished Professor and Professor of Finance - Wingate University, B.S.; Clemson University, M.B.A.; University of New Orleans, M.S.; University of New Orleans, Ph.D.

Aaron Henrichsen, Ph.D.

(2017), Assistant Professor of Finance - Brigham Young University, B.S.; Arizona State University, M.S.; Pennsylvania State University, Ph.D.

Michael W. Martin, J.D., LL.M.

(2007), Professor of Business Law - Creighton University, B.A.; Creighton University, M.B.A.; Creighton University, J.D.; University of Washington, LL.M. (G)

Christine A. McClatchey, Ph.D.

(1996), Professor of Finance - University of Nebraska, B.S.; University of Nebraska, M.S.; University of Nebraska, Ph.D. (G, DR)

Gender Studies Program Faculty**Harmony Newman, Ph.D.**

(2013), Associate Professor of Sociology and Gender Studies - Centenary College of Louisiana, B.A.; Vanderbilt University, Ph.D. (G)

Christine Talbot, Ph.D.

(2008), Associate Professor of Gender Studies - University of Utah, B.A.; University of Utah, B.S.; University of Michigan, M.A.; University of Michigan, Ph.D. (G)

Ather Zia, Ph.D.

(2014), Associate Professor of Anthropology and Gender Studies - University of Kashmir, Srinagar, Kashmir, India, B.Sc.; University of Kashmir, India, M.A.; Cal State University-Fullerton, M.A.; University of California-Irvine, Ph.D. (G)

Department of Geography, GIS, and Sustainability Faculty**Karen S. Barton, Ph.D.**

(2006), Professor of Geography - University of California, B.A.; University of Arizona, M.A.; University of Arizona, Ph.D.

James P. Doerner, Ph.D.

(1994), Professor of Geography - Oklahoma State University, B.S.; University of Denver, M.A.; University of Denver, Ph.D. (G)

Katherine M. Johnson, Ph.D.

(2002), Professor of Geography - Muhlenberg College, B.A.; Tufts University, M.A.; University of California-Berkeley, Ph.D.

Phil Klein, Ph.D.

(1997), Professor of Geography - University of California-Santa Cruz, B.A.; University of California, Los Angeles, M.A.; University of Colorado-Boulder, Ph.D. (G)

Jieun Lee, Ph.D.

(2017), Assistant Professor of Geography & GIS - Ewha Women's University, B.A.; Ewha Women's University, M.A.; Michigan State University, Ph.D.

Chelsie L. Romulo, Ph.D.

(2017), Assistant Professor of Geography, GIS, and Sustainability – California Polytechnic State University, San Luis Obispo, B.A.; Virginia Tech, M.S.; George Mason University, Ph.D.

Jessica Salo, Ph.D.

(2013), Associate Professor of Geography & GIS - Colorado State University, Ph.D. (G)

Department of History Faculty**Joan L. Clinefelter, Ph.D.**

(1995), Professor of History - Grinnell College, B.A.; Indiana University, M.A.; Indiana University, Ph.D. (G)

Fritz Fischer, Ph.D.

(1995), Professor of History - Stanford University, B.A.; Stanford University, M.A.; Northwestern University, Ph.D. (G)

Aaron Haberman, Ph.D.

(2006), Professor of History - Washington and Lee University, B.A.; University of South Carolina, M.A.; University of South Carolina, Ph.D.

Kelly D. Langley Cook, M.A.

(2019), Lecturer of History Education - University of Northern Colorado, B.A.; University of Northern Colorado, M.A.

Jiacheng Liu, Ph.D.

(2015), Associate Professor of History - Wuhan University, B.A.; Xiamen University, M.A.; Carnegie Mellon University, M.A.; Carnegie Mellon University, Ph.D. (G)

T.J. Tomlin, Ph.D.

(2009), Professor of History - Kansas State University, B.S.; Gordon-Conwell Theological Seminary, M.A.; University of Missouri-Columbia, Ph.D. (G)

Robert G. Weis, Ph.D.

(2008), Professor of History - New College of California, B.A.; Universidad Nacional Autonoma de Mexico, M.A.; University of California, Ph.D. (G)

Michael Welsh, Ph.D.

(1990), Professor of History - University of Dayton, B.A.; University of Dayton, M.A.; University of New Mexico, Ph.D. (G)

Corinne Wieben, Ph.D.

(2010), Associate Professor of History - University of California, Davis, B.A.; University of California, Santa Barbara, M.A.; University of California, Santa Barbara, Ph.D. (G)

Department of Journalism and Media Studies Faculty**Lynn Klyde-Allaman, Ph.D.**

(2000), Associate Professor of Journalism and Media Studies - Indiana University, B.A.; University of North Carolina, M.A.; Ohio University, Ph.D.

David Staton, Ph.D.

(2016), Associate Professor of Journalism and Media Studies - University of New Mexico, B.A.; State University of New York, Purchase, M.A.; University of Oregon, Ph.D.

Department of Leadership, Policy, and Development: Higher Education and P-12 Education Faculty**Janet K. Alcorn, Ed.D.**

(2001), Director of Tointon Institute for Educational Change - Occidental College, B.A.; University of Northern Colorado, M.A.; University of Northern Colorado, Ed.D.

Linda R. Vogel, Ph.D.

(2003), Professor of Educational Leadership and Policy Studies - Eureka College, B.A.; Illinois State University, M.A.; Illinois State University, Ph.D. (G, DR)

Department of Management Faculty**Sher R. Gibbs, Ph.D.**

(2020), Dean and Professor, Kenneth Monfort College of Business - Grambling State University, B.S.; Winona State University, M.B.A.; Jackson State University, Ph.D.

Abe Harraf, Ph.D.

(2007), Professor of Management - Higher College of Translation, B.A.; Sul Ross State University, M.Ed.; Sul Ross State University, M.B.A.; Utah State University, Ph.D. (G)

Keiko Krahnke, Ph.D.

(1999), Professor of Management - Doshisha Women's College, B.A.; Colorado State University, M.A.; Colorado State University, Ph.D. (G, DR)

Milan D. Larson, Ph.D.

(2005), Associate Professor of Management - Concordia College, B.A.; University of Colorado, M.B.A.; University of Nebraska-Lincoln, Ph.D. (G)

Dalong Ma, Ph.D.

(2019), Assistant Professor of Management - Tianjin University, B.S.; Shandong University, M.B.A.; University of Louisville, Ph.D. (G)

Brandon William Soltwisch, Ph.D.

(2013), Associate Professor of Management - Southern Illinois University, B.S.; Southern Illinois University, M.B.A.; Southern Illinois University, Ph.D. (G)

Isaac Wanasika, Ph.D.

(2009), Professor of Management - University of Nairobi, B.A.; University of Nairobi, M.B.A.; Alfred University, NY, M.B.A.; New Mexico State University, Ph.D. (G)

Department of Marketing Faculty**Daniel Brannon, Ph.D.**

(2016), Associate Professor of Marketing - Arizona State University, M.B.A.; Arizona State University, Ph.D. (G)

R. “Vish” Vishwanathan Iyer, Ph.D.

(1985), Professor of Marketing - New Mexico State University, B.S.; Western New Mexico University, M.A.; Texas A&M University, Ph.D. (G, DR)

Denny McCorkle, D.B.A.

(2005), Professor of Marketing - Southern Arkansas University, B.B.A.; Louisiana Tech University, M.B.A.; University of Memphis, D.B.A. (G)

James Reardon, Ph.D.

(1997), Professor of Marketing - University of Montana, B.S.; University of Montana, M.B.A.; University of North Texas, Ph.D. (G, DR)

School of Mathematical Sciences Faculty**Anton Dzhamay, Ph.D.**

(2005), Professor of Mathematical Sciences - MIEM, Moscow (Russia), B.A. equivalent; Columbia University, M.A.; Columbia University, M.Phil.; Columbia University, Ph.D. (G)

Nathaniel Eldredge, Ph.D.

(2013), Associate Professor of Mathematical Sciences - Harvey Mudd College B.S.; University of California - San Diego, M.A.; University of California San Diego, Ph.D. (G)

Nancy Geisendorfer, M.A.

(2006), Senior Lecturer of Mathematical Sciences - University of Northern Colorado, B.A.; University of Northern Colorado, M.A.

Christopher Harris, Ph.D.

(2017), Associate Professor of Computer Science - University of South Florida, B.S.; Virginia Tech, M.S.; University of California, Los Angeles, M.B.A.; University of Iowa, Ph.D.

Gulden Karakok, Ph.D.

(2010), Associate Professor of Mathematical Sciences - Middle East Technical University, B.A.; University of Oregon, M.S.; Oregon State University, Ph.D. (G, DR)

Oscar Levin, Ph.D.

(2011), Associate Professor of Mathematical Sciences - University of Northern Colorado, B.A., B.S.; University of Connecticut, M.S.; University of Connecticut, Ph.D. (G)

Nathaniel G. Miller, Ph.D.

(2001), Professor of Mathematical Sciences - Princeton University, B.A.; Cornell University, M.S.; Cornell University, Ph.D. (G, DR)

Katherine Morrison, Ph.D.

(2012), Associate Professor of Mathematical Sciences - Swarthmore College, B.A.; University of Nebraska-Lincoln, M.S.; University of Nebraska-Lincoln, Ph.D. (G)

Jodie Dawn Novak, Ph.D.

(1996), Professor of Mathematical Sciences - Hendrix College, B.A.; Oklahoma State University, M.A.; Oklahoma State University, Ph.D. (G, DR)

Robert A. Powers, Ed.D.

(2001), Professor of Mathematical Sciences - Colorado State University, B.S.; Colorado State University, M.S.; University of Houston, Ed.D. (G, DR)

Lindsay Reiten, Ph.D.

(2017), Assistant Professor of Mathematics Education - Luther College, B.A.; University of Wisconsin-River Falls, M.S.E.; University of Wisconsin-Madison, Ph.D.

Angela (Tisi) Steele, M.A.

(2003), Senior Lecturer of Mathematical Sciences - Dickinson State University, B.S.; University of Northern Colorado, M.A.

School of Music Faculty**John Adler, D.M.A.**

(2010), Professor of Music - University of Nevada-Reno B.M.; University of Oregon M.M.; University of Miami D.M.A. (G, DR)

Erik Applegate, M.M.

(2007), Professor of Jazz Studies - Berklee College, B.M.; University of Northern Colorado, M.M. (G, DR)

Jonathan Bellman, D.M.A.

(1993), Professor of Music - University of California-Santa Barbara, B.A.; University of Illinois Urbana-Champaign, M.M.; Stanford University D.M.A. (G, DR)

Mary Kathryn Brewer, D.A.

(2019), Assistant Professor of Music - Anderson University, B.M.; Bowling Green State University, M.M.; Ball State University, D.A. (G)

Wesley Broadnax, Ph.D.

(2019), Associate Professor of Music - Stephen F. Austin State University, B.A.; Michigan State University, M.A., Ph.D. (G)

Jill Burleson Burgett, D.A.

(2009), Professor of Music - Heidelberg College, B.M.; Ball State University, M.M.; Ball State University, D.A. (G)

Brain Casey, D.M.A.

(2018), Assistant Professor of Music - Pacific University, B.A.; University of North Texas, M.M.; University of Colorado Boulder, D.M.A. (G)

Derek Chester, D.M.A.

(2013), Associate Professor of Music - University of Georgia, B.A.; Yale University, M.M.; University of North Texas, D.M.A. (G, DR)

Andrew Dahlke, D.M.A.

(2004), Professor of Music - Indiana University, B.A.; University of Michigan, B.M.A.; University of Michigan, M.M.; University of North Texas, D.M.A. (G, DR)

Janice Dickensheets, D.A.

(2013), Associate Professor of Music - Mesa College, B.A.; University of Northern Colorado, M.M.; University of Northern Colorado, D.A. (G)

Ludek Drizhal, M.M.

(2016), Associate Professor of Music - University of Texas at Austin, B.A.; University of Southern California, M.M. (G)

Paul Elwood, Ph.D.

(2008), Professor of Music - Wichita State University, B.M.E.; Southern Methodist, M.M.; State University of New York at Buffalo, Ph.D. (G, DR)

Gal Faganel, D.M.A.

(2010), Professor of Music - University of Southern California, B.M.; University of Southern California, M.M.; University of Southern California, D.M.A. (G, DR)

Lindsay Fulcher, Ph.D.

(2016), Associate Professor of Music - Baldwin Wallace University, B.A.; Pennsylvania State University, M.M.; Pennsylvania State University, Ph.D.

Nathan Fulks, D.M.A.

(2013), Professor of Music - North Carolina School of the Arts, B.A.; North Carolina School of the Arts, M.A.; State University of New York at Stony Brook, D.M.A. (G, DR)

Socrates Garcia, D.A.

(2013), Associate Professor of Music - Luther College, B.A.; Middle Tennessee State University, M.A.; University of Northern Colorado, D.A. (G)

James Hall, D.M.A.

(2009), Professor Music - Seattle Pacific University, B.A.; University of Missouri, Kansas City, M.M.; University of Missouri, Kansas City, D.M.A. (G, DR)

Charles A. Hansen, D.M.A.

(1992), Professor of Music - Hofstra University, B.S.; Eastman School of Music, M.M.; Eastman School of Music, D.M.A.

Lauren Jacobson, M.M.

(2012), Associate Professor Music, Clarinet - University of Northern Colorado. B.M.E.; Eastman School of Music, M.M. (G)

Deborah Kauffman, D.M.A.

(1999), Professor of Music - University of California-Santa Barbara, B.M.; University of Illinois-Urbana-Champaign, M.M.; Stanford University, D.M.A. (G, DR)

Steven Kovalcheck, M.M.

(2013), Associate Professor of Music - University of Tennessee, B.M.; University of Northern Colorado, M.M.

Reiner Kramer, Ph.D.

(2019), Assistant Professor of Music - University of North Texas, B.M., M.M., Ph.D. (G)

Dana B. Landry, M.M.

(2002), Professor of Music - Berklee College of Music, B.M.; University of Northern Colorado, M.M. (G, DR)

Brian Clay Luedloff, M.F.A.

(2005), Professor of Music - University of Missouri, Kansas City, B.A.; Boston University, M.F.A. (G)

Melissa Malde, D.M.A.

(2000), Professor of Music - Oberlin College and Conservatory, B.A., B.M.; Northwestern University, M.M., C.P.; Hochschule für Musik, M.D.; University of Cincinnati-College Conservatory of Music, D.M.A. (G, DR)

Charles Moore, D.M.A.

(2018), Assistant Professor of Music - University of the West Indies, B.A.; University of Mississippi, B.M.; Louisiana State University, M.M., D.M.A. (G)

Sarah Off, D.M.A.

(2019), Assistant Professor of Music - University of Colorado, B.M.; Arizona State University, M.A.; Arizona State University, D.M.A. (G)

Michael Oravitz, Ph.D.

(2013), Associate Professor of Music - Eastern Michigan University, B.S.; Indiana University, M.M.; Indiana University, Ph.D. (G)

Carissa Reddick, Ph.D.

(2010), Associate Professor of Music - Texas Christian University, B.M.; University of Hartford, M.M.; University of Connecticut, Ph.D. (G)

Edward Rothmel, D.M.A.

(2019), Assistant Professor of Music - Florida State University, B.M.; Florida State University, M.M.; Eastman School of Music, D.M.A. (G)

Lei Weng, D.M.A.

(2007), Professor of Music - Central Conservatory of Music, Beijing, B.M.; University of Cincinnati, M.M.; University of Cincinnati's College-Conservatory of Music, D.M.A. (G, DR)

James White, M.A.

(2005), Professor of Music - University of North Texas, B.M.; Middle Tennessee State University, M.A. (G)

Nathaniel G. Wickham, D.M.A.

(1998), Professor of Music - University of Northern Colorado, B.A.; University of Northern Colorado, M.A.; University of Rochester, D.M.A. (G, DR)

William Wilson, M.M.

(2005), Professor of Music - University of Nevada-Reno, B.A.; University of Nevada-Reno, M.B.A.; University of Southern California, M.M. (G)

Drew Zaremba, M.M.

(2018), Assistant Professor of Music - University of North Texas, B.M.; University of North Texas, M.M. (G)

Adam Żukiewicz, D.M.A.

(2015), Associate Professor of Music - United World College of the Adriatic, Italy, International Baccalaureate Diploma; Indiana University, M.M.; University of Toronto, D.M.A. (G, DR)

School of Nursing Faculty**Michael Aldridge, Ph.D., RN, CNE**

(2017), Associate Professor of Nursing - University of Texas Austin, B.S.N.; University of Texas Austin, M.S.N.; University of Northern Colorado, Ph.D.

Diana Becker, M.S.N., R.N., C.E.N.

(2019), Lecturer, School of Nursing - University of Wyoming, B.S.N.; University of Texas - Arlington, M.S.N.

Carolyn Bottone-Post, D.N.P.

(2017), Assistant Professor of Nursing - Metropolitan State College, B.S.N.; University of Pennsylvania, M.S.N.; Regis University, D.N.P.

Darcey Copeland, Ph.D.

(2013), Associate Professor of Nursing - University of Northern Colorado, B.A., B.S.N.; Fitchburg State College, M.S.; University of California, Ph.D. (G, DR)

Erin Cummins, M.S.

(2012), Senior Lecturer of Nursing - University of Missouri, B.S.N.; University of Illinois, B.S.; University of Northern Colorado, M.S.

Kathleen Dunemn, Ph.D.

(2011), Professor of Nursing - University of Northern Colorado, B.S.; University of Colorado, M.S.; San Jose State University, M.S.; University of Illinois, Ph.D. (G, DR)

Barbara Garrity, M.S.N.

(2014), Senior Lecturer of Nursing - Bob Jones University, B.S.N.; West Chester University of Pennsylvania, M.S.N.

Courtney Gryskiewicz, M.S.N.

(2016), Lecturer of Nursing - Riverland Community College, A.D.N.; Colorado State University, B.S.; University of Northern Colorado, B.S.N.; University of Northern Colorado, M.S.N.

Melissa L. Henry, Ph.D.

(2007), Professor of Nursing - University of Minnesota, B.S.N.; University of Arizona - Tucson, M.S.N.; University of Arizona - Tucson, Ph.D. (G, DR)

Laura Henson, M.S.N.

(2016), Lecturer of Nursing - University of North Carolina, B.S.N.; Regis University, M.S.N.

Stephanie Krall, M.S.N.

(2021), Lecturer of Nursing - Baylor University, B.A.; University of Texas, M.S.N.

Carlo Parker, Ph.D.

(2012), Associate Professor of Nursing - Long Island University, B.S.; Florida Atlantic University, B.S.N.; Florida Atlantic University, M.S.N.; Florida Atlantic University, Ph.D. (G, DR)

Natalie Pool, Ph.D.

(2020), Assistant Professor of Nursing - Regis University, B.S.N.; University of Arizona, Ph.D. (G)

Kathryn Records, Ph.D.

(2018), Professor of Nursing - University of Colorado Health Science Center, B.S.N.; University of Arizona, M.S.N.; University of Arizona, Ph.D. (G)

Teresa Risser, M.S.N.

(2019), Lecturer of Nursing - University of Northern Colorado, B.S. in Nursing; Regis University, M.S. in Nursing Leadership

Deborah Rojas, M.S.N.

(2007), Assistant Professor of Nursing - University of Northern Colorado, B.S.N.; University of Northern Colorado, M.S.N. (G)

Michaela Romero, D.N.P.

(2013), Associate Professor of Nursing - Regis University, B.S.N.; College of St. Francis, B.S.; Universitaet Wuerzburg Germany, R.N.; University of Northern Colorado, M.S.N.; University of Northern Colorado, D.N.P. (G)

Kristin Schams, D.N.P.

(2013), Associate Professor of Nursing - Viterbo University, B.S.N.; Viterbo University, M.S.N.; St. Catherine University, D.N.P. (G)

Department of Nutrition and Dietetics Faculty**Lisa C. Caldwell, M.S., R.D.N.**

(2018), Lecturer of Nutrition and Dietetics - University of California, San Diego, B.S.; Colorado State University, M.S. (G)

Catherine A. Gerweck, D.M.D., M.S., R.D.N.

(2015), Instructor of Nutrition and Dietetics - Hartwick College, B.A.; University of Pennsylvania School of Dental Medicine, D.M.D.; University of New Hampshire, M.S.

Nicole A. Withrow, Ph.D., R.D.N.

(2015), Associate Professor of Nutrition and Dietetics - Purdue University, B.A.; Colorado State University, M.S.; Colorado State University, Ph.D. (G)

Department of Philosophy Faculty**Jeffrey M. Brown, Ph.D.**

(2017), Assistant Professor of Philosophy - Westminster College, B.A.; Vanderbilt University School of Law, J.D.; Washington University-St. Louis, M.A.; Washington University-St Louis, Ph.D.

Nancy J. Matchett, Ph.D.

(2007), Professor of Philosophy - Brown University, B.A.; American University, M.A.; University of Maryland, Ph.D.

B. Bailie Peterson, Ph.D.

(2016), Assistant Professor of Philosophy - University of Colorado, B.A.; University of Massachusetts, M.A.; University of Massachusetts, Ph.D.

Thomas A. Smith, Ph.D.

(2006), Professor of Philosophy - University of Washington, B.A.; Regent College, Dip.C.S.; M.A., Regent College, M.C.S.; University of Notre Dame, M.A.; University of Notre Dame, Ph.D.

Department of Physics and Astronomy Faculty**Jan L. Chaloupka, Ph.D.**

(2009), Professor of Physics - University of Washington, B.S.; University of Rochester, M.A.; University of Rochester, Ph.D. (G)

Tyler A. Engstrom, Ph.D.

(2021), Assistant Professor of Physics - South Dakota School of Mines & Technology, B.S.; The Pennsylvania State University, Ph.D.

Ansel J. Foxley, M.S.

(2016), Lecturer of Physics - University of Wyoming, B.S.; Colorado State University, M.S.

Cynthia S. Galovich, Ph.D.

(1989), Professor of Physics - Stanford University, B.S.; Stanford University, M.S.; Stanford University, Ph.D.

Charles A. Kuehn, Ph.D.

(2015), Associate Professor of Astronomy - The Ohio State University, B.S.; Michigan State University, M.S.; Michigan State University, Ph.D.

Mariana Lazarova, Ph.D.

(2018), Assistant Professor of Physics and Astronomy - Sweet Briar College, B.S.; University of California - Riverside, M.S.; University of California - Riverside, Ph.D. (G)

Matthew Semak, Ph.D.

(2000), Associate Professor of Physics - Clarkson University, B.S.; Clarkson University, M.S.; University of New Mexico, Ph.D.

Department of Political Science and International Affairs Faculty**Brook Blair, Ph.D.**

(1998), Professor of Political Science - Colorado College, B.A.; London School of Economics, M.S.; University of Newcastle upon Tyne - United Kingdom, Ph.D.

Richard Bownas, Ph.D.

(2010), Associate Professor of Political Science - Cambridge University, B.A.; London School of Economics, M.Sc.; Cornell University, Ph.D.

Stan Luger, Ph.D.

(1990), Professor of Political Science - State University of New York-Oswego, B.A.; University of Toronto, M.A.; City University of New York, Ph.D.

Chelsea Welker, Ph.D.

(2019), Assistant Professor of Political Science - Indiana University, B.A.; Colorado State University, M.A.; Colorado State University, Ph.D.

Gregory Williams, Ph.D.

(2011), Associate Professor of Political Science & International Affairs - University of Maine, B.A.; University of Connecticut, M.A.; University of Connecticut, Ph.D.

School of Psychological Sciences Faculty**Michael Todd Allen, Ph.D.**

(2003), Professor of Psychological Sciences -North Carolina State University, B.A.; Indiana University, Ph.D. (G, DR)

Cassandra M.R. Bergstrom, Ph.D.

(2015), Associate Professor of Psychological Sciences - Baker University, B.S.; Emporia State University, M.S.; University of Northern Colorado, Ph.D. (G)

Ryan D. Darling, Ph.D.

(2017), Assistant Professor of Psychological Sciences - Miami University, B.A.; Miami University, M.A.; Miami University, Ph.D. (G)

Thomas N. Dunn, Ph.D.

(2001), Professor of Psychological Sciences - Allegheny College, B.S.; University of Cincinnati, M.A.; University of Cincinnati, Ph.D. (G, DR)

Carl E. Granrud, Ph.D.

(1994), Professor of Psychological Sciences - Luther College, B.A.; University of Minnesota, Ph.D. (G)

Molly M. Jameson, Ph.D.

(2015), Associate Professor of Psychological Sciences - Indiana State University, B.A.; Ball State University, M.A.; Ball State University, Ph.D. (G)

Nancy J. Karlin, Ph.D.

(1990), Professor of Psychological Sciences - Evangel College, B.A.; Fort Hays State University, M.S.; Colorado State University, Ph.D. (G, DR)

Paul Klaczynski, Ph.D.

(2007), Associate Professor of Psychological Sciences - St. Bonaventure University, B.A.; West Virginia University, M.A.; West Virginia University, Ph.D. (G, DR)

James A. Kole, Ph.D.

(2013), Associate Professor of Psychological Sciences - University of Colorado-Boulder, B.A.; University of Colorado - Boulder, M.A.; University of Colorado - Boulder, Ph.D. (G, DR)

Joanna E. Lewis, Ph.D.

(2018), Assistant Professor of Psychological Sciences - B.S., Colorado State University; M.A., University of Central Florida; Ph.D., University of Central Florida (G)

Sue Hyeon Paek, Ph.D.

(2017), Assistant Professor of Psychological Sciences - Seoul National University of Education, South Korea, B.A.; Seoul National University, South Korea, M.A.; University of Georgia, M.Ed.; University of Georgia, Ph.D. (G)

Phillip E. Peterson, Ph.D.

(2006), Professor of Psychological Sciences - University of Massachusetts, B.A.; Harvard University, Ph.D. (G, DR)

Kevin Pugh, Ph.D.

(2006), Professor of Psychological Sciences - Brigham Young University, B.S.; Michigan State University, Ph.D. (G, DR)

Marilyn C. Welsh, Ph.D.

(1992), Professor of Psychological Sciences - University of California, B.A.; University of California, M.A.; University of California, Ph.D. (G, DR)

William Douglas Woody, Ph.D.

(2002), Professor of Psychological Sciences - Colorado State University, B.S.; Colorado State University, M.S.; Colorado State University, Ph.D. (G, DR)

Department of Rehabilitation and Human Services Faculty

Jill Bezyak, Ph.D.

(2008), Professor of Rehabilitation Counseling and Sciences - Miami University B.A.; University of Wisconsin-Madison, M.S.; University of Wisconsin-Madison, Ph.D. (G, DR)

David Greene, Ph.D.

(2017), Associate Professor of Human Services - Colorado State University, B.S.; University of Northern Colorado, M.A.; Colorado State University, Ph.D.

Erin Moser, Ph.D.

(2017), Assistant Professor of Rehabilitation Counseling and Sciences - University of Wisconsin Madison, B.S.; University of Wisconsin Madison, M.S.; University of Wisconsin Madison Ph.D.

Joyce Weil, Ph.D.

(2009), Associate Professor of Gerontology - Hunter College, B.S.; Columbia University, M.P.H.; Fordham University, Ph.D. (G)

Department of School Psychology Faculty

Michelle S. Athanasiou, Ph.D.

(1996), Professor of School Psychology - Southeast Missouri State University B.A.; University of Memphis, M.A.; University of Nebraska-Lincoln, Ph.D. (G, DR)

Robyn S. Hess, Ph.D.

(2003), Associate Dean, College of Education and Behavioral Sciences - Central Washington University, B.A.; Central Washington University, M.S.; University of Northern Colorado, Ph.D. (G, DR)

David M. Hulac, Ph.D.

(2015), Chair, Department of School Psychology - Lafayette College, B.S.; Lafayette College, A.B.; University of Denver, M.A.; University of Northern Colorado, Ph.D. (G, DR)

Department of Sociology Faculty

Rebecca A. Beals, Ph.D.

(2017), Assistant Professor of Sociology - University of Nebraska, B.A.; University of New Mexico, M.A.; University of New Mexico, Ph.D.

Eileen Connell, Ph.D.

(2021), Instructor of Sociology - University of Northern Colorado, B.A.; University of Northern Colorado, M.A.; Colorado State University, Ph.D.

Sandra Harmon, M.S.

(2014), Senior Lecturer of Sociology - University of Northern Colorado, B.A.; North Carolina State University, M.S.

Angela Henderson, Ph.D.

(2007), Professor of Sociology - University of Sioux Falls, B.A.; Purdue University, M.S.; Purdue University, Ph.D. (G)

Mel Moore, Ph.D.

(1993), Professor of Sociology - Pennsylvania State University, B.A.; University of Georgia, M.A.; University of Washington, Ph.D. (G)

Kyle Anne Nelson, Ph.D., M.P.H.

(2009), Professor of Sociology - Colgate University, B.A.; George Washington University, M.P.H.; University of Maryland, M.A.; University of Maryland, Ph.D. (G)

Harmony Newman, Ph.D.

(2013), Associate Professor of Sociology and Gender Studies - Centenary College of Louisiana, B.A.; Vanderbilt University, Ph.D. (G)

Diane L. Schott, M.A.

(1999), Senior Lecturer in Sociology - University of Northern Colorado, B.A.; University of Northern Colorado, M.A.

School of Special Education Faculty**Sandra K. Bowen, Ph.D.**

(1997), Professor of Special Education - Utah State University, B.S.; Utah State University, M.A., University of Arizona, Ph.D. (G, DR)

Paula W. Conroy, Ed.D.

(2002), Professor of Special Education - Russell Sage College, B.S.; University of Northern Colorado, M.A.; University of Northern, Ph.D. (G, DR)

Silvia Correa-Torres, Ed.D.

(2007), Professor of Special Education - University of Puerto Rico, B.A.; Northern Illinois University, M.Ed.; University of Northern Colorado, Ed.D. (G, DR)

Tracy Gershwin, Ph.D.

(2004), Professor of Special Education - Syracuse University, B.S.; Chapman University, M.A.; University of California, M.A., Ph.D. (G, DR)

Francie R. Murry, Ph.D.

(1991), Professor of Special Education - Central Washington University, B.A.; Central Washington University, M.Ed.; University of Virginia, Ph.D. (G, DR)

Lori Peterson, Ph.D.

(2007), Associate Professor of Special Education - University of Northern Colorado, B.A.; University of Colorado, M.A.; University of Oklahoma, Ph.D. (G, DR)

Corey D. Pierce, Ph.D.

(2005), Director, School of Special Education, Professor of Special Education - University of South Dakota, B.S.; University of Nebraska-Lincoln, M.Ed.; University of Nebraska-Lincoln, Ph.D. (G, DR)

Jason Robinson, Ph.D.

(2017), Assistant Professor of Special Education - Juniata College, B.A.; Wilkes University, M.S.; University of Northern Colorado, Ph.D.

Nancy Sileo, Ed.D.

(2012), Professor of Special Education - National University, B.A.; University of Hawaii, Manoa, M.Ed.; University of Northern Colorado, Ed.D. (G, DR)

Todd H. Sundeen, Ph.D.

(2008), Associate Professor Special Education - University of Central Florida, B.S.; University of Central Florida, M.A.; University of Central Florida, Ph.D. (G, DR)

Jennifer Urbach, Ph.D.

(2006), Professor of Special Education - Saint Mary's College, B.A.; Indiana University, M.A.; University of Colorado, Ph.D. (G, DR)

Hasan Y. Zaghawan, Ph.D.

(2013), Associate Professor of Special Education - University of Jordan, B.A.; University of Jordan, M.A.; University of Illinois - Urbana/Champaign, Ph.D. (G, DR)

School of Sport and Exercise Science Faculty**Shannon M. Courtney, M.A.**

(1991), Senior Lecturer of Sport and Exercise Science - University of Northern Colorado, B.A.; University of Northern Colorado, M.A.

Brian D. Dauenhauer, Ph.D.

(2013), Associate Professor of Sport and Exercise Science - University of Illinois, Urbana-Champaign, B.S.; University of Texas at Austin, M.Ed., University of Texas at Austin, Ph.D. (G)

Scott Douglas, Ph.D.

(2011), Associate Professor of Sport and Exercise Science - The University of Utah, B.S.; University of Montevallo, M.Ed.; University of Alabama, Ph.D. (G)

Abbie Ferris, Ph.D.

(2015), Associate Professor of Sport and Exercise Science - California State Polytechnic University - Pomona, B.S.; California State Polytechnic University - Pomona, M.S.; University of Southern California, M.S.; University of Northern Colorado, Ph.D. (G)

J. Reid Hayward, Ph.D.

(1998), Professor of Sport and Exercise Science - Harding University, B.A.; University of Kansas, M.S.; University of Arkansas, Ph.D. (G, DR)

Gary D. Heise, Ph.D.

(1995), Professor of Sport and Exercise Science - Pennsylvania State University, B.S.; Arizona State University, M.S.; Pennsylvania State University, Ph.D. (G, DR)

David S. Hydock, Ph.D.

(2009), Professor of Sport and Exercise Science - Adams State College, B.A.; Northern State University, M.A.T.; University of Northern Colorado, Ph.D. (G, DR)

Jennifer M. Krause, Ph.D.

(2013), Associate Professor of Sport and Exercise Science - Edinboro University of Pennsylvania, M.S.; George Mason University, M.Ed.; University of Virginia, Ph.D. (G)

Alan Morse, Ph.D.

(2015), Professor of Sport and Exercise Science - Wayne State College, B.A.; Illinois State University, M.S.; University of Northern Colorado, Ph.D. (G, DR)

Jeremy D. Smith, Ph.D.

(2007), Professor of Sport and Exercise Science - University of Northern Colorado, B.A.; Texas Woman's University, M.S.; Pennsylvania State University, Ph.D. (G, DR)

Megan Babkes Stellino, Ed.D.

(2001), Professor of Sport and Exercise Science - University of Washington, B.A.; University of Oregon, M.S.; University of Northern Colorado, Ed.D. (G, DR)

Laura K. Stewart, Ph.D.

(2015), Professor of Sport and Exercise Science - University of Mary, B.S.; Colorado State University, B.S.; Purdue University, M.S.; Purdue University, Ph.D. (G, DR)

Yoon Tae Sung, Ph.D.

(2016), Associate Professor of Sport and Exercise Science - Yonsei University, South Korea, B.S.; University of Illinois at Urban-Champaign, M.S.; Florida State University, Ph.D. (G)

James V. Turk, M.S.

(2006), Senior Lecturer of Sport and Exercise Science - Ohio State University, Columbus, B.S.; University of Illinois, Urbana-Champaign, M.S.

Sara Winges, Ph.D.

(2017), Associate Professor of Sport and Exercise Science - University of Minnesota-Duluth, B.A.; Arizona State University, M.S.; Arizona State University, Ph.D.

School of Teacher Education Faculty**Margaret Berg, Ph.D.**

(2009), Professor of Reading Education - University of Northern Arizona, M.A.; University of Kansas, Ph.D. (G, DR)

Kim Creasy, Ph.D.

(2013), Professor of Teacher Education - Ashland College, B.S.; Westminster College, M.A.; University of Akron, Ph.D.

James A. Erekson, Ph.D.

(2007), Associate Professor of Teacher Education - Brigham Young University, B.A.; Michigan State University, Ph.D. (G, DR)

Matthew Farber, Ed.D.

(2017), Assistant Professor of Educational Technology - State University of New York: University at Albany, B.A.; New Jersey City University, M.A.; New Jersey City University, Ed.D. (G)

Derek Gottlieb, Ph.D.

(2017), Assistant Professor of Educational Foundations and Curriculum Studies - Carleton College, B.A.; University of Denver, M.A.; University of Iowa, Ph.D.; Universität Basel, Ph.D. (G)

Jenni L. Harding Middleton, Ed.D.

(2005), Professor of Teacher Education - University of Northern Colorado, B.A.; University of Northern Colorado, M.Ed.; University of Northern Colorado, Ed.D. (G, DR)

Michelle C. Holmes, Ph.D.

(2019), Assistant Professor of Elementary Education - University of Kansas, B.S.; University of Kansas, M.Ed.; Capella University, Ph.D. (G)

Jingzi (Ginny) Huang, Ph.D.

(2011), Associate Dean, College of Education and Behavioral Sciences, Professor and Director, School of Teacher Education - Beijing Normal University, B.A.; Beijing Normal University, M.Ed.; University of British Columbia, M.A.; University of British Columbia, Ph.D. (G, DR)

Hyun (Hannah) Kang, Ph.D.

(2013), Associate Professor of Teacher Education - Duksung Women's University, B.A.; Arizona State University, M.Ed.; Arizona State University, Ph.D. (G)

Heng-Yu Ku, Ph.D.

(2001), Professor of Teacher Education - Arizona State University, B.A.; Arizona State University, M.A.T.; Arizona State University, Ph.D. (G, DR)

Christine D. Kyser, Ed.D.

(2014), Assistant Professor of Literacy - Rollins College, B.A.; Colorado Mesa University, M.A.; University of Northern Colorado, Ed.D. (G)

Jody K. Lawrence, Ph.D.

(2006), Associate Professor of Elementary Education - University of Colorado, B.A.; University of Colorado, M.A.; University of Virginia, Ph.D. (G)

Kimberly Arnold Mahovsky, Ed.D.

(2016), Assistant Professor of Elementary Education Mathematics - University of West Georgia, B.S.; Regis University, M.A.; University of Denver, Ed.D. (G)

Christy McConnell Moroye, Ph.D.

(2013), Professor of Educational Foundations and Curriculum Studies - University of New Mexico, B.A.; University of Denver, M.A.; University of Denver, Ph.D. (G, DR)

Madeline Milian, Ed.D.

(1993), Professor of Bilingual Education - Florida International University, B.S.; California State University-Los Angeles, M.A.; Teachers College, Columbia University, Ed.D. (G, DR)

Deborah Romero, Ph.D.

(2006), Professor of Teacher Education - Ealing College of Higher Education, U.K., B.A.; Autonomous University, Queretaro, Mexico, M.A.; University of California, Santa Barbara, Ph.D. (G, DR)

Brian Rose, Ph.D.

(2013), Associate Professor of Teacher Education - University of California at Irvine. B.A.; Vanderbilt University, M.S.; Vanderbilt University, Ph.D. (G)

Amanda Rutter, Ed.D.

(2017), Assistant Professor of Early Childhood Education - University of Houston, B.S.; University of Houston, M.Ed.; University of Houston, Ed.D. (G)

Suzette Youngs, Ph.D.

(2009), Associate Professor of Elementary Reading - State University of New York, B.A.; State University of New York, M.S.; State University of New York, Ph.D. (G, DR)

School of Theatre Arts and Dance Faculty

Monte Black, M.F.A.

(2000), Professor of Dance - University of Wyoming, B.S.; University of Illinois, M.F.A. (G)

Jerald David Blatt, M.F.A.

(2010), Associate Professor of Theatre Design - Casper College, A.A.; University of Utah, B.F.A.; University of Utah, M.F.A.

Kimberly Clay, M.F.A.

(2017), Assistant Professor of Dance - Sam Houston State University, B.F.A.; Sam Houston State University, M.F.A.

Ryan Driscoll, M.M.

(2019), Associate Professor of Theatre Arts - New York University, B.A.; New York University, M.M.

Michelle Gaza, M.F.A.

(2011), Interim Director, School of Theatre Arts - Millikin University, B.F.A.; Wayne State University, M.F.A. (G)

Brian Hapcic, M.F.A.

(2007), Professor of Theatre Arts - Ohio University, B.A.; University of Montana, M.F.A. (G)

Randall Harmon, Ph.D.

(2017), Assistant Professor of Theatre Arts - Centre College, B.A.; The University of Texas at Austin, M.F.A.; University of Colorado Boulder, Ph.D.

Mary Houston, M.F.A.

(2019), Assistant Professor of Theatre - University of Tennessee at Martin, B.S.; New York University, M.F.A.

Carrie Klofach, D.M.A.

(2021), Assistant Professor of Musical Theatre - Grand Canyon University, B.M.; Arizona State University, M.M.; Arizona State University, D.M.A.

John R. Leonard, M.F.A.

(1998), Professor of Theatre Arts - Southern Illinois University, B.S.; University of California-Davis, M.F.A.

Gillian McNally, M.F.A.

(2006), Professor of Theatre Education - Webster University Conservatory of the Arts, B.F.A.; University of Texas at Austin, M.F.A. (G)

Andrea Moon, Ph.D.

(2010), Associate Professor of Theatre Arts and Dance - University of Washington, B.A.; University of Texas, Austin, M.F.A.; University of Colorado, Ph.D. (G)

Rebecca Rich, M.F.A.

(2017), Assistant Professor of Theatre Arts - Ithaca College, B.F.A.; Temple University, M.F.A. (G)

Mary Schuttler, Ph.D.

(1994), Professor of Theatre Arts - University of Michigan, B.A.; Wayne State University, M.A.; University of Colorado, Ph.D. (G)

Anne Toewe, Ph.D.

(2003), Professor of Theatre Arts - College of William and Mary, B.S.; Tulane University, M.F.A.; University of Colorado, Boulder, Ph.D. (G)

Ken Womble, M.F.A.

(2005), Professor of Theatre Arts - Florida State University, B.F.A.; Southern Methodist University, M.F.A.

University Libraries Faculty

Jayne R. Blodgett, M.L.I.S.

(2016), Assistant Dean and Associate Professor of University Libraries - University of Wisconsin, B.A.; University of Wisconsin, M.A.; Dominican University, M.L.I.S.

Keno Catabay, M.L.I.S.

(2021), Assistant Professor of University Libraries - Florida State University, B.A.; Florida State University, M.L.I.S.

Rachel Dineen, M.S.

(2016), Assistant Professor of University Libraries - University of Illinois at Urbana-Champaign, B.A.; University of Illinois at Urbana-Champaign, M.S.

Annie Epperson, M.S.L.S.

(2004), Associate Professor of University Libraries - Colorado State University, B.S.; Colorado State University, M.A.; University of North Texas, M.S.L.S.

Stephanie Evers, M.L.S.

(2015), Lecturer of University Libraries - University of Colorado, B.A.; Simmons College, M.L.S.

Ramón García, MS-LS

(2021), Assistant Professor of University Libraries - University of Texas at Arlington, B.A.; University of North Texas, MS-LS

Melissa Gurney Schultz, M.L.I.S.

(2015), Lecturer of University Libraries - University of Northern Colorado, B.A.; University of Denver, M.L.I.S.

Wendy F. Highby, M.L.I.S.

(2003), Professor of University Libraries - University of Colorado-Denver, B.A.; Emporia State University, M.L.I.S.

Darren Ilett, Ph.D.

(2017), Information Literacy Librarian - University of Oregon, B.A.; University of Chicago, M.A.; San Jose State University, M.L.I.S.; University of Chicago, Ph.D.

Jennifer J. Leffler, M.A.

(2005), Professor of University Libraries - Midland Lutheran College, B.A.; University of Missouri-Columbia, M.A.

Brianne Markowski, M.A.

(2014), Associate Professor of University Libraries - University of Chicago, B.A.; University of Wisconsin-Madison, M.A.

Jennifer Mayer, M.L.I.S.

(2016), Associate Professor of University Libraries - University of Wyoming, B.A.; University of Wyoming, M.A.; University of Oklahoma, M.L.I.S.

Jane Monson, M.A.

(2012), Associate Professor of University Libraries - University of Iowa, B.A.; University of Iowa, M.A.

Jennifer Nutefall, M.L.S.

(2020), Dean of University Libraries - Syracuse University, B.S.; Syracuse University, M.L.S.; George Washington University, M.A.

Margarita Shawcross, M.L.I.S.

(2019), Assistant Professor of University Libraries - University of Northern Colorado, B.A.; University of Northern Colorado, M.P.H.; University of Denver, M.L.I.S.

Jay Trask, M.L.I.S.

(2009), Professor of University Libraries - Colorado State University, B.A.; Colorado State University, M.A.; University of Wisconsin-Milwaukee, M.L.I.S.

Laura Uglean Jackson, M.L.S.

(2017), Assistant Professor of University Libraries - Colorado State University, B.A.; Simmons College, M.L.S.

Nicole Webber, M.L.I.S.

(2015), Assistant Professor of University Libraries - Hope College, B.A.; University of Illinois at Urbana-Champaign, M.L.I.S.

Stephanie Wiegand, M.L.S.

(2003), Associate Professor of University Libraries - University of Wyoming, B.A.; University of Missouri-Columbia, M.L.S.

Department of World Languages and Cultures Faculty

Enrique Bernales Albites, Ph.D.

(2017), Associate Professor of Spanish - Pontificia Universidad Católica del Perú, B.A.; Boston University, M.A.; Boston University, Ph.D.

Karla Del Carpio-Ovando, Ph.D.

(2014), Associate Professor of Teaching English as a Second Language and Spanish - Autonomous University of Chiapas, Mexico, B.A.; University of Alberta, Edmonton, Alberta Canada, M.A.; University of Alberta, Edmonton Alberta Canada, Ph.D. (G)

Efrain Garza, Ph.D.

(2004), Professor of Spanish - Escuela Normal Superior de Tamaulipas, Mexico, B.S.; University of Texas and Texas Southmost College, B.A.; Texas Tech University, M.A.; Texas Tech University, Ph.D. (G)

Donald Holman, Ph.D.

(2017), Associate Professor of German - Brigham Young University, B.A.; Vanderbilt University, M.A.; Vanderbilt University, Ph.D.

Michelle Low, Ph.D.

(2006), Associate Professor of World Languages and Cultures - University of California-Santa Cruz, B.A.; University of Colorado-Boulder, M.A.; University of Colorado-Boulder, Ph.D. (G)

Christine Moritz, Ph.D.

(2005), Associate Professor of French - Whitman College, B.A.; Cornell University, M.A.; Cornell University, Ph.D.

Erin Noelliste, Ph.D.

(2017), Assistant Professor of German - Indiana University, B.A.; Indiana University, M.A.; Indiana University, Ph.D.

John M. Ryan, Ph.D.

(2011), Professor of Spanish - Georgetown University, B.A.; Arizona State University, M.A.; Arizona State University, Ph.D. (G)

AFFILIATE FACULTY

A

Bobbie J. Atkins

Affiliate Professor of Human Rehabilitative Services — B.A., Southern University; M.S., Ph.D., University of Wisconsin-Madison (G)

Gilbert I. Anderson

Affiliate Associate Professor of Sport and Exercise Science — B.A., Austin College; M.S. University of Texas at Galveston Medical School

B

David L. Bagley

Affiliate Professor of College Health — B.S., Allegheny College; M.D., Temple University

Robert Blattner

Affiliate Professor of College Health — B.S., Southeast Missouri State; M.D., University of Missouri

Steven W. Blook

Affiliate Professor of College Health — B.S., M.D., Wayne State University

Cathy Bodine

Affiliate Assistant Professor of Communication Sciences and Disorders — B.S., M.A., Southeast Missouri State University; Ph.D., University of Colorado-Denver

Linda Burhansstipanov

Affiliate Associate Professor of Community Health — B.A., California State University; M.S.P.H., Dr. Ph.H., University of California

C

Bonita M. Cavanaugh

Affiliate Professor of Nursing — B.S., St. John College; M.S., University of Colorado-Denver; Ph.D., University of Denver

Michael J. Cevette

Affiliate Professor of Communication Sciences and Disorders — B.A., University of Nevada; M.S., Utah State University; Ph.D., University of Utah

Joseph Corona

Affiliate Professor of College Health — B.A., Rockford College; M.S., M.D., Creighton University

D

Kurt Dallow

Affiliate Associate Professor of Sport and Exercise Science — B.S., Colorado State University; M.D., University of Colorado Health Sciences Center

Kenneth D'Amato

Affiliate Lecturer of Recreation — B.S., University of Northern Colorado

Mary F. Davis

Affiliate Professor of Community Health — B.A., University of Nebraska; M.P.H., University of Minnesota; Ph.D., University of Colorado, Denver

E

Nabil Elattar

Affiliate Professor of Sport and Exercise Science — B.S., Higher Institute of Physical Education for Men-Alexandria, Egypt; Ms.Ed., Higher Institute of Physical Education-Leipzig, Germany; Ph.D., Helan University-Alexandria, Egypt

F

Thomas Flower

Affiliate Professor of College Health — B.S., Ohio Northern University; D.O., College of Osteopathic Medicine and Surgery

Antonio Fonseca

Affiliate Associate Professor of Sport and Exercise Science — M.A., Ph.D., University of Porto, Portugal

G

Sanjay Gupta

Affiliate Associate Professor of Communication Sciences and Disorders — M.D., University of Nebraska Medical Center

H

Michael Hajek

Affiliate Assistant Professor of Sport and Exercise Science — B.S., Auburn University; M.D., Northwestern University

Shandy Hauk

Affiliate Associate Professor of Mathematical Sciences — B.A., M.S., Ph.D., University of California-Irvine

Jody Heatherly

Affiliate Instructor of Communication Sciences and Disorders — B.S., Phillips University; M.A., University of Illinois-Urbana

Don Hellison

Affiliate Professor of Sport and Exercise Science — B.A., Monmouth College; M.A., Kent State University; Ph.D., Ohio State University

I**Rodney Isom**

Affiliate Professor of Human Rehabilitative Services — B.A., M.A., University of Texas; Ph.D., University of Northern Colorado

J**Ronald L. Jacobs**

Affiliate Professor of Human Rehabilitative Services — B.A., Pennsylvania State University; M.A., California State University-Northridge; Ph.D., University of Arizona (G)

Eva M. Jewell

Affiliate Lecturer of Gerontology — B.A., Augusta College; M.A., University of Northern Colorado

Cheryl DeConde Johnson

Affiliate Associate Professor of Communication Sciences and Disorders — B.A., University of California, Santa Barbara; M.A., Ed.D., University of Northern Colorado

Kelly Johnson

Affiliate Assistant Professor of Nursing — B.S.N., University of Northern Colorado; M.S.N., University of California-San Francisco

Roger M. Johnson

Affiliate Professor of Psychiatry-Psychiatrist — B.A., M.D., University of Nebraska

K**Velusamy Kailasam**

Affiliate Professor of College Health — Premed, Loyola College, Madras University, India; M.B.B.S., Madras University; Diploma in Dermatology, Madras University

Susan Kent

Affiliate Assistant Professor of Human Services — B.S., M.A., Ed.D., University of Northern Colorado

L**Walter Lyons**

Affiliate Instructor of Earth Sciences — B.S. St. Louis University; M.S., Ph.D., University of Chicago

M**Randall C. Marsh**

Affiliate Professor of Community Health — B.A., Texas Tech University; M.D., Texas Tech University School of Medicine

Victor Mayer

Affiliate Instructor of Earth Sciences — B.S., University of Wisconsin; M.S., Ph.D., University of Colorado

Fred R. McFarlane

Affiliate Professor of Human Rehabilitative Services — B.S., M.S., University of Wisconsin-Stout; Ph.D., University of Georgia (G)

Gaye Akin Morrison

Affiliate Lecturer of Community Health — B.A., M.P.H., University of Northern Colorado

H. Gustav Mueller

Affiliate Associate Professor of Communication Sciences and Disorders and Research Associate — B.S., North Dakota State University; M.A., New Mexico State University; Ph.D., University of Denver (G)

Ashis K. Mukherjee, Ph.D.

Affiliate Assistant Professor of Biological Sciences — B.S., Banaras Hindu University; M.S., Banaras Hindu University; Ph.D., Burdwan Medical College, Burdwan University

Karen Madsen Myers, M.A.

Affiliate Instructor of Chemistry — B.A., University of California; M.A., University of Colorado

N**Noreen Heer Nicol**

Affiliate Assistant Professor of Nursing — B.S., University of Northern Colorado, M.S.; University of Utah

O**Daniel E. Ostergren**

Affiliate Assistant Professor of Communication Sciences and Disorders — B.S., University of Minnesota; M.S., University of Wyoming; Au.D., Central Michigan University

P-R**Robert B. Palmer**

Affiliate Assistant Professor of Chemistry — B.S., University of Idaho; M.S., Ph.D., University of Washington

Catherine “Frieda” Parker, Ph.D.

Affiliate Assistant Professor of Mathematical Sciences, Research Faculty — B.A., Knox College; M.B.A., University of California-Berkeley; Ph.D., University of Northern Colorado

Michael E. Peetz

Affiliate Professor of College Health — B.S., M.D., University of Nebraska

Linda E. Piper

Affiliate Instructor of Gerontology — B.S., Western Michigan University; M.A., San Jose State University

Donna D. Poduska

Affiliate Instructor of Nursing — B.S.N., Montana State University; M.S.N., University of Colorado Health Sciences

Libby Prueher

Affiliate Instructor of Geology — B.S., University of Wisconsin-Eau Claire; M.S., University of Oregon; Ph.D., University of Michigan

S**Kelly R. Sanderford**

Affiliate Associate Professor of Sport and Exercise Science — B.S., Baylor University; M.D., The University of Texas at Galveston Medical School

Andrea M. Smith

Affiliate Instructor of Meteorology — B.S., M.S., University of Illinois-Urbana

Myron Smith

Affiliate Assistant Professor of Medical Technology Pathologist, North Colorado Medical Center — B.A., University of Colorado; M.D., University of Colorado Medical School

William M. Sterck

Affiliate Assistant Professor of Human Rehabilitative Services — B.A., Colorado State University; M.A., University of Northern Colorado; J.D., University of Denver

James M. Stewart

Affiliate Lecturer of Community Health — B.A., M.S., Colorado State University; M.P.H., University of Northern Colorado

Byron M. Straw

Affiliate Instructor of Geology — B.S., Clarion University of Pennsylvania; M.A., University of Northern Colorado

T-U**Vickie Thomson**

Affiliate Instructor of Communication Sciences and Disorders — B.A., M.A., University of Northern Colorado

Robert M. Traynor

Affiliate Associate Professor of Communication Sciences and Disorders — B.A., M.A., Ed.D., University of Northern Colorado

Julie Trujillo

Affiliate Lecturer of Sport and Exercise Science — B.S., M.P.H., University of Northern Colorado

V**P. K. Vedanthan**

Affiliate Professor of College Health — P.U.C., Sarada Vilas College-University of Mysore, India; M.B.B.S., Government Medical College-University of Mysore, India

Neomi Vin-Raviv

Affiliate Assistant Professor of Sport and Exercise Science — B.A., Bar Ilan University; M.Ph., Ph.D., University of Haifa

W**Patty A. Walton**

Affiliate Instructor of Communication Sciences and Disorders — B.A., State University of New York-New Paltz; M.A., University of Colorado

Laurie Wells

Affiliate Lecturer of Communication Sciences and Disorders — B.S., University of Iowa; M.S., University of Arizona; Au.D., Pennsylvania College of Optometry

X-Z**Linda E. Young**

Affiliate Associate Professor of Sport and Exercise Science — B.S., M.S., Colorado State University; M.D., University of Colorado Health Sciences Center - School of Medicine

Robyn Ziolkowski

Affiliate Assistant Professor - B.S., Colorado State University at Pueblo; M.A., University of Northern Colorado; Ph.D., Florida State University (G)

INDEX

About the University.....	3	Audiology Au.D.....	136, 225
Academic Appeals	38	Audit	17
Academic Recognition.....	8	Authorized University Credits	39
Accelerated (4 + 1) Psychology B.A. and Educational Psychology M.A.	202	BAAC - Accounting	259
Accelerated Masters or 4 + 1 Degree Program	13	BAFN - Finance.....	260
Accounting M.Acc.....	73	Bear Pantry at UNC	34
Accounting M.Acc. (MAcc Degree).....	220	BIO - Biology	260
Accreditation and Affiliation	5	Biological Education Ph.D.....	137, 223
Administration	374	Biological Sciences M.S.	222
Administrator.....	185	Biological Sciences M.S. – Non-Thesis Concentration	75
Administrators' Licensure (Non-Degree).....	198	Biological Sciences M.S. – Thesis Concentration	76
Admission Requirements:		Biomechanics Concentration	235, 236
Post Bachelor's in Nursing Pathway	230	Biomedical Science M.B.S.	77, 223
Post Master's in Nursing Pathway.....	231	Board of Trustees.....	374
Admissions	11	Bookstore & Fanshop	29
Adult Gerontology Acute Care Nurse Practitioner (AGACNP) Concentration (Post Bachelor's).....	230	BREW - Brewing Laboratory Science Program	266
Adult Gerontology Acute Care Nurse Practitioner (AGACNP) Graduate Certificate Program (Non-Degree).....	173	Brewing Laboratory Science Graduate Certificate Program.....	175
Adult Gerontology Acute Care Nurse Practitioner Concentration.....	229	Business Administration M.B.A. – General Business Concentration	78
Advising.....	56	Business Administration M.B.A. – Healthcare Administration Concentration	78
Affiliate Faculty.....	393	Business Administration M.B.A. – Human Resource Management Concentration	79
Africana Studies Program Faculty	376	Calendar	4
AFS - Africana Studies	245	Campus Recreation	33
Alumni Relations.....	29	Center for Career Readiness	33
Animal Audiology Graduate Certificate Program (Non-Degree).....	173	Center for Women's and Gender Equity (CWGE).....	31
ANT - Anthropology	245	Certificate Requirements	39
APCE - Applied Psychology and Counselor Education	245	César Chávez Cultural Center (CCCC) and Undocumented Student Services.....	32
Application for Graduation.....	56	CH - Community Health Education.....	267
Application Process	9	Change of Catalog Term.....	56
Applied Behavior Analysis Graduate Certificate Program (Non-Degree)	173	Change of Site.....	12
Applied Causal Evaluation of Policy and Innovation Graduate Certificate	174	CHEM - Chemistry	269
Applied Data Analysis for Decision Making Graduate Certificate Program (Non-Degree).....	174	Chemical Education Ph.D.	139, 224
Applied Statistics and Research Methods.....	169	Chemistry and Biochemistry.....	224
Applied Statistics and Research Methods M.S.	73, 197	Chemistry M.S.	224
Applied Statistics and Research Methods Ph.D.	135, 197	Chemistry M.S. – Chemistry Concentration Non-Thesis Option	79
ART - Visual Arts.....	252	Thesis Option	80
Asian/Pacific American Student Services (APASS).....	31	Chemistry M.S. – Education Concentration Non-Thesis Option	80
ASLS - Audiology and Speech-Language Sciences ...	253	Thesis Option	81
Assault Survivors Advocacy Program (ASAP)	34	Child and Adolescent Graduate Certificate Program (Non-Degree)	175
AST - Astronomy	257	Classes for Personal Interest	17
AT - Athletic Training	258	CLD (Culturally and Linguistically Diverse) Education Core Graduate Certificate.....	175
Athletic Training M.S.	74, 234	Clinical Mental Health Counseling M.A.	82, 197
Attendance	39	Collaborative Piano Concentration	240
		College of Education and Behavioral Sciences (EBS)	193

College of Humanities and Social Sciences (HSS).....	214
College of Natural and Health Sciences (NHS).....	222
College of Performing and Visual Arts (PVA).....	238
COMM - Communication.....	270
Committee Members	66
Communication M.A.	82, 214
Complaints.....	39
Composition and Literary Studies Graduate Certificate (Non-Degree)	176
Composition Concentration	240
Comprehensive Examinations	56, 62
Oral	66
Written	65
Conducting Concentration	240
Continuous Registration for Graduate Students.....	17
Counseling Center	34
Counseling Psychology Ph.D.	141, 195
Counselor Education and Supervision Ph.D.	143, 196
Course Credit.....	39
Course Designations	40
Course Drop/Withdrawal Appeal During Current Semester.....	21
Course Load.....	41
Course Repeat Policy.....	41
Courses	39
Courses and Credit Hours	59, 61, 63
Coursework Counted Toward Next Higher Degree.....	41
Credit by Course Number	42
Credit Hours	63
Criminology and Criminal Justice M.A.	83, 215
CRJ - Criminology and Criminal Justice	271
CS - Computer Science.....	273
Cultural Studies and Equity Graduate Certificate Program (Non-Degree)	176
Culturally and Linguistically Diverse (CLD) Bilingual Education Specialist (K-12)	185
Culturally and Linguistically Diverse Education Endorsement (K-12).....	186
Curricular Practical Training	239
Dance Education M.A.....	83, 242
Deaf and Hard of Hearing Concentration	205
Dean of Students Office.....	34
Deferral of Admission	12
Denied Admission	12
Department of Accounting and Computer Information Systems	220
Department of Accounting and Computer Information Systems Faculty	376
Department of American Sign Language & Interpreting Studies.....	193
Department of American Sign Language & Interpreting Studies Faculty	376
Department of Anthropology Faculty	376
Department of Applied Psychology and Counselor Education	195
Department of Applied Psychology and Counselor Education Faculty.....	377
Department of Applied Statistics and Research Methods.....	197
Department of Applied Statistics and Research Methods Faculty.....	377
Department of Chemistry and Biochemistry.....	224
Department of Chemistry and Biochemistry Faculty..	379
Department of Chicana/o and Latinx Studies	214
Department of Chicana/o and Latinx Studies Faculty	379
Department of Communication Sciences and Disorders	225
Department of Communication Sciences and Disorders Faculty	379
Department of Communication Studies	214
Department of Communication Studies Faculty	380
Department of Community Health Education.....	226
Department of Community Health Education Faculty.....	380
Department of Criminology and Criminal Justice	215
Department of Criminology and Criminal Justice Faculty.....	380
Department of Earth and Atmospheric Sciences.....	227
Department of Earth and Atmospheric Sciences Faculty.....	381
Department of Economics Faculty.....	381
Department of English	215
Department of English Faculty	381
Department of Finance Faculty.....	382
Department of Geography, GIS, and Sustainability....	216
Department of Geography, GIS, and Sustainability Faculty.....	382
Department of History	216
Department of History Faculty	383
Department of Journalism and Media Studies Faculty.....	383
Department of Leadership, Policy and Development: Higher Education and P-12 Education	198
Department of Leadership, Policy, and Development: Higher Education and P-12 Education Faculty	383
Department of Management Faculty.....	383
Department of Marketing Faculty.....	384
Department of Nutrition and Dietetics	232
Department of Nutrition and Dietetics Faculty	386
Department of Philosophy Faculty	387
Department of Physics and Astronomy Faculty.....	387
Department of Political Science and International Affairs Faculty	387
Department of Rehabilitation and Human Services....	233
Department of Rehabilitation and Human Services Faculty.....	388
Department of School Psychology.....	204
Department of School Psychology Faculty.....	388
Department of Sociology	216
Department of Sociology Faculty	388

Department of World Languages and Cultures.....	217	Educational Leadership and Policy Studies	169, 198
Department of World Languages and Cultures		Educational Leadership and Special Education	
Faculty	392	Administration Ed.S.....	132, 200, 207
Dietetic Internship (Non-Degree)	190	Educational Leadership and Special Education	
Dietetics M.S.	84, 232	Administration M.A. – with dual licensure as a	
Dietetics M.S. with Dietetic Internship.....	85, 232	Principal and Special Education Director.....	90
Dining Services.....	35	Educational Leadership and Special Education	
Directed Study and Non-Scheduled Courses	20	Administration M.A. with dual licensure as a	
Directed Study Course	20	Principal and Special Education Director.....	199, 207
Director of Gifted Education Endorsement	186	Educational Leadership Ed.D.	144, 200
Disability Resource Center (DRC)	35	Educational Leadership Ed.S.	131, 199
Disclaimer.....	3	Educational Leadership Ed.S. with Director of Gifted	
Dissertation and Doctoral Defense	69	Education Endorsement.....	131
Distance Delivered Course Credit	42	Educational Leadership M.A.	89, 199
Division of Diversity, Equity, & Inclusion	31	Educational Mathematics Ph.D.....	145, 228
Division of Student Affairs.....	33	Educational Psychology.....	170, 202
DNCE - Dance.....	273	Teaching Applications M.A.	203
Doctoral Admission.....	15	Educational Psychology M.A.	90, 202
Doctoral Committee.....	63	Educational Psychology M.A. – Teaching	
Doctoral Degree Requirements.....	62	Applications Concentration.....	91
Doctoral Degrees	135	Educational Psychology M.A. en route to the Ph.D....	203
Doctoral Degrees, Specific Requirements	15	Educational Psychology Ph.D.....	146, 203
Doctoral Dissertation	68	Educational Specialist Degrees.....	131
Doctoral Minor	62	Educational Studies Ed.D.	148, 210
Doctoral Minors.....	169	Educational Technology	170, 210
Document Requirements.....	11	Educational Technology - Innovative Pedagogy	
Double Major.....	13	Graduate Certificate Program (Non-Degree)	177
Drop of a Double Major.....	59	Educational Technology Graduate Certificate	
Early Childhood Special Education Concentration.....	205	Program.....	212
Early Childhood Special Education Endorsement		Educational Technology M.A.	92, 210
(Ages 0-8 yrs)	187	Educational Technology Ph.D.	149, 211
Earth Sciences.....	227	EED - English Education	293
Earth Sciences M.A.	85, 227	EII - Education Innovation Institute.....	294
ECLD - Culturally & Linguistically Diverse		Electronic Attendance Policy.....	65
Education	274	ELIT - Literacy Education	295
EDEC - Early Childhood Education.....	277	ELPS - Educational Leadership and Policy Studies....	297
EDEL - Elementary Education	277	Emergency Nurse Practitioner (ENP) Graduate	
EDF - Foundations of Education	278	Certificate Program (Non-Degree).....	177
EDFE - Educational Field Experiences	281	ENG - English.....	298
EDI - Educational Interpreting	282	English M.A.....	92, 215
EDLD - Education of Linguistically Different	282	English Proficiency.....	11
EDRD - Reading.....	282	ENST - Environmental Studies.....	302
EDS - Education of Diverse Students.....	284	Environmental Geosciences P.S.M. (Professional	
EDSE - Special Education	284	Science Master's).....	94, 228
Education Abroad	30	ESCI - Earth Science	302
Education Concentration.....	224	ET - Educational Technology	303
Education M.A.T.	210	Exercise Physiology Concentration	235, 236
Education M.A.T. – Culturally and Linguistically		Extended Campus	37
Diverse Education Concentration	89	Faculty Committee Load Policy	64
Education M.A.T. – Curriculum Studies		Family Educational Rights and Privacy Act (FERPA) .	43
Concentration.....	86	Family Nurse Practitioner (FNP) Concentration.....	230
Education M.A.T. – Elementary Education with		Family Nurse Practitioner (FNP) Concentration	
Licensure Concentration — Elementary Education		(Post Bachelor's).....	231
Endorsement (Grades K-6)	87	Family Nurse Practitioner (FNP) Graduate Certificate	
Education M.A.T. – English Education Concentration.	88	Program (Non-Degree).....	177

Final Examinations	45	Higher Education and Student Affairs	
Financial Aid	24	Leadership Ph.D.	150, 201
FL - Foreign Language	307	HIST - History	316
FND - Food Nutrition Dietetics	307	History M.A.	99, 216
Foreign Languages M.A. – Spanish Teaching		Housing and Dining Withdrawal Costs.....	36
Concentration.....	95, 217	Housing and Residential Education	35
Foundations of Professional Psychology M.A.....	96	HUM - Humanities	317
Full-Time and Part-Time Enrollment Status.....	45	Immunization Regulation.....	49
Gender and Sexuality Resource Center (GSRC)	32	Information Management and Technology	37
Gender Studies Program Faculty	382	Insurance Requirement for All Students	49
General Information.....	9	Intensive English Program.....	30
Generalist Concentration	206	Interdisciplinary Studies: Graduate Interdisciplinary	
GEOG - Geography	309	Degree	191
Geography Education Graduate Certificate Program		International Partnerships	30
(Non-Degree).....	178	International Recruitment and Outreach	31
GEOL - Geology.....	311	International Student and Scholar Services.....	30
GER - German	312	Internship Programs.....	190
GERO - Gerontology.....	312	Intervention Specialist:	
Gifted and Talented Education Concentration.....	206	Academic Coaching and Leadership Concentration	206
Gifted Education Core Endorsement (Ages 4-21)	187	Applied Behavior Analysis Concentration	206
Gifted Education Graduate Certificate Program		INTR - Interpreter	317
(Non-Degree, Non-Endorsement).....	178	Introduction.....	7
Gifted Education Specialist Endorsement		Jazz Studies Concentration	240
(Ages 4-21)	187	Kenneth W. Monfort College of Business (MCB).....	218
Grade Point Average.....	46	Leadership, Quality, and Safety Concentration	230
Grade Submission and Corrections.....	48	Leave of Absence (LOA) Policy.....	18
Grading	46	Letter of Completion.....	57
Graduate Admission Requirements	240	Liberal Arts Concentration	228
Graduate Catalog 2022-2023	2	Literacy M.A.....	100, 212
Graduate Certificate Programs.....	173	Major Musical Organizations.....	239
Graduate Certificate, Licensure and Endorsement		Marcus Garvey Cultural Center (MGCC).....	32
Admission	16	Marriage, Couples, and Family Counseling/	
Graduate Course Descriptions	245	Therapy M.A.	101, 197
Graduate Dean’s Citation for Excellence.....	8	MAS - Mexican American Studies	318
Graduate Dean’s Citation for Outstanding Thesis,		Master of Accounting Advising.....	220
Doctoral Scholarly Project and Dissertation	8	Master of Business Administration.....	218
Graduate Interdisciplinary Degree Program M.A.	237	Master’s Degree Program Admission	13
Graduate Interdisciplinary Degree Program M.A. –		Master’s Degree Requirements.....	59
Science Education Concentration	97	Master’s Degree, Specific Requirements.....	12
Graduate International Admission and English		Master’s Degrees	73
Proficiency	10	Master’s Thesis in Lieu of Comps.....	59
Graduate Programs	73	Master's En Route to the Doctoral Degree.....	15
Graduate School - The University of Northern		MATH - Mathematics.....	319
Colorado.....	7	Mathematical Sciences.....	228
Graduation	56	Mathematics Graduate Certificate	178
Graduation Application.....	61, 62	Mathematics M.A.	228
Graduation Check	71	Mathematics M.A. – Liberal Arts Concentration.....	102
Graduation Requirements	56	Mathematics M.A. – Teaching Concentration	103
HESA - High Education and Student Affairs		Mathematics Teacher Leadership Graduate Certificate	
Leadership.....	313	(Non-Degree)	179
Higher Education and Student Affairs		MBA - Master of Business Administration	321
Leadership.....	171, 201	MED - Mathematics Education.....	324
Higher Education and Student Affairs		MET - Meteorology	327
Leadership M.A.	98, 201	Mexican American Studies Advanced Graduate	
		Certificate Program (Non-degree).....	179

Mexican American Studies Graduate Certificate Program (Non-degree)	179	Nursing M.S.N. – Adult Gerontology Acute Care Nurse Practitioner (AGACNP) Concentration	111
MFT - Mathematics for Teachers	328	Nursing M.S.N. – Family Nurse Practitioner (FNP) Concentration	111
Military Tuition Assistance Return Policy.....	49	Nursing M.S.N. – Leadership, Quality and Safety Concentration	112
Mission Statement of the University of Northern Colorado.....	4	OCN - Oceanography	346
Multilingual Education M.A. - Teaching English to Speakers of Other Languages (TESOL).....	213	Off-Campus Activity and Field Trip Disclaimer	51
Multilingual Education M.A. – Teaching English to Speakers of Other Languages (TESOL).....	104	Office of Academic Community Engagement.....	29
Multilingual Education M.A. - World Language Licensure Program	213	Office of the Bursar	29
Multilingual Education M.A. – World Language Licensure Program	104	Office of the Dean.....	193, 214, 218, 222, 238
Multiple Numbered Courses	42	Office of the Registrar	37
MUS - Music	329	Official Admission.....	11
Music D.A.	151, 241	Online and In-country programs	66
Music D.A. – Music Composition Concentration.....	153	Orientation	21
Music D.A. – Music Education Concentration	154	Other Graduate Degree Programs	191
Music D.A. – Music History and Literature Concentration	155	Other Programs in the College of Natural and Health Sciences	237
Music Education Concentration.....	241, 242	Parking Regulations	51
Music History and Literature Concentration	241	Petition for Exception	57
Music M.M.	240	PHYS - Physics.....	346
Music M.M. – Collaborative Piano Concentration	105	Physical Education and Physical Activity Leadership (PE PAL) Concentration	237
Music M.M. – Conducting Concentration	106	Physical Education and Physical Activity Leadership M.A.T.....	112, 236
Music M.M. – Instrumental Performance Concentration	106	Plagiarism	51
Music M.M. – Jazz Studies Concentration	107	Plan of Study.....	60, 61, 64
Music M.M. – Music Composition Concentration	109	Policies and Procedures	38
Music M.M. – Music Education Concentration.....	108	Post-Admissions Changes.....	12
Music M.M. – Music History and Literature Concentration	108	Posthumous Degrees.....	51
Music M.M. – Music Theory Concentration	109	President and General Administration	374
Music M.M. – Vocal Performance Concentration	110	Principal (K-12)	188
Music Performance Graduate Certificate Program (Non-Degree).....	180	Principals’ Licensure (Non-Degree)	199
Music Theory Concentration	241	Print Version	2
Name Change	50	Professional Counseling.....	196
Native American Student Services (NASS).....	32	Program Changes	12
Non-Attendee Retroactive Withdrawal Appeal	21	Program Information.....	56
Non-Scheduled Courses.....	20	Program Requirements.....	11, 56, 59
Non-Thesis Concentration	223	Program Termination	57
NURS - Nursing	339	Progress Review	67
Nursing D.N.P.	230	PSY - Psychology	346
Nursing D.N.P. – Adult Gerontology Acute Care Nurse Practitioner (AGACNP) Concentration (Post Bachelor's)	157	Public Health M.P.H. – Community Health Education Concentration	113, 226
Nursing D.N.P. – Family Nurse Practitioner (FNP) Concentration (Post Bachelor’s)	157	Rates	26
Nursing D.N.P. (Post-Master's)	158, 231	RCS-Rehabilitation Counseling Sciences	350
Nursing Education Graduate Certificate Program (Non-Degree).....	182	Reading	171
Nursing Education Ph.D.	159, 231	Reading Specialist (K-12).....	188
Nursing M.S.N.....	229	Registration	17
		Registration Appeals.....	21
		Registration Procedures	22
		Rehabilitation Counseling.....	233
		Rehabilitation Counseling M.A.	114, 233
		Research Concentration	224
		Research Involving Human Subjects	58
		Research Requirements.....	60, 62, 71

Retroactive Withdrawal Appeal.....	22	Special Education M.A. – Early Childhood Special Education Concentration.....	118
Returning UNC Students.....	22	Special Education M.A. – Generalist Concentration ..	119
SCED - Science Education.....	352	Special Education M.A. – Gifted Education Specialist Endorsement.....	119
Schedule Changes (Adds/Drops).....	22	Special Education M.A. – Intervention Specialist: Academic Coaching and Leadership Concentration	120
School Counseling M.A.....	115, 197	Applied Behavior Analysis Concentration.....	120
School of Art and Design.....	238	Special Education M.A. – Visual Impairment Concentration.....	121
School of Art and Design Faculty.....	378	Special Education Ph.D.	161, 208
School of Biological Sciences.....	222	Specialist Admission.....	14
School of Biological Sciences Faculty.....	378	Specialist Degree Requirements.....	61
School of Mathematical Sciences.....	228	Specialist Degrees, Specific Requirements.....	14
School of Mathematical Sciences Faculty.....	384	Speech-Language Pathology M.A.	225
School of Music.....	238	Speech-Language Pathology M.A. – Online Program.....	121
School of Music Faculty.....	384	Residential Program.....	122
School of Nursing.....	229	Sport Administration Concentration.....	235, 236
School of Nursing Faculty.....	386	Sport and Exercise Science M.S.	235
School of Psychological Sciences.....	202	Sport and Exercise Science M.S. – Biomechanics Concentration.....	124
School of Psychological Sciences Faculty.....	387	Sport and Exercise Science M.S. – Exercise Physiology Concentration.....	125
School of Special Education.....	205	Sport and Exercise Science M.S. – Social Psychology of Sport and Physical Activity Concentration.....	126
School of Special Education Faculty.....	389	Sport and Exercise Science M.S. – Sport Administration Concentration.....	127
School of Sport and Exercise Science.....	233	Sport and Exercise Science Ph.D.	236
School of Sport and Exercise Science Faculty.....	389	Sport and Exercise Science Ph.D. – Exercise Physiology Concentration.....	164
School of Teacher Education.....	209	Sport and Exercise Science Ph.D. – Physical Education and Physical Activity Leadership (PE PAL) Concentration.....	167
School of Teacher Education Faculty.....	390	Sport and Exercise Science Ph.D. – Social Psychology of Sport & Physical Activity Concentration.....	165
School of Theatre Arts and Dance.....	242	Sport and Exercise Science Ph.D. – Sport Administration Concentration.....	166
School of Theatre Arts and Dance Faculty.....	391	Sport and Exercise Science PhD – Biomechanics Concentration.....	163
School Orientation and Mobility (O&M) Endorsement (Ages 0-21yrs).....	189	Sport and Exercise Science Post Baccalaureate Licensure Program.....	236
School Psychology Ed.S.....	133, 204	Sport Coaching M.A.	128, 235
School Psychology Ed.S. – Applied Behavior Analysis Concentration.....	134	SPSY - School Psychology.....	362
School Psychology Ph.D.....	160, 204	SRM - Statistics and Research Methods.....	365
Science Education Concentration.....	237	STEM - Science, Technology, Engineering, and Mathematics Education.....	369
SCOM - Science Communication.....	353	Student Bill of Rights.....	34
Second Doctorate Guidelines.....	63	Student Conduct Code.....	35
Secondary Pedagogy M.A.T. - Licensure: Secondary Licensure (Grades 7-12).....	213	Student Fees.....	27
Secondary Pedagogy M.A.T. – Licensure: Secondary Licensure (Grades 7-12).....	116	Student Health Center.....	38
Semester System.....	51	Student Legal Services.....	36
SES - Sport Exercise Science.....	354	Student Life.....	36
SOC - Sociology.....	359	Student Resources.....	24
Social Psychology of Sport & Physical Activity Concentration.....	235, 236		
Sociology M.A.....	216		
Sociology M.A. – Applied Concentration.....	117		
Sociology M.A. – Thesis Concentration.....	117		
SPAN - Spanish.....	361		
Special Education.....	172		
Special Education Director.....	189		
Special Education Generalist Endorsement (Ages 5-21 yrs).....	190		
Special Education M.A.	205		
Special Education M.A. – Deaf and Hard of Hearing Concentration.....	118		

Summer Account Balances	23	Transcripts	52
Supervising Committee.....	62	Transfer Credit.....	52, 59, 61, 63
TASL - Teaching American Sign Language.....	370	Tuition and Fees: Non-Resident, Resident.....	28
Teacher Leadership Graduate Certificate Program (Non-Degree).....	182	Tuition Appeal	22
Teacher Licensure Programs	184	Tuition Classification: Out-of-State and In-State.....	28
Teaching American Sign Language M.A.	128, 194	Two-Class-Hour Drop Option	23
Licensure: World Languages (Grades K-12) ..	129, 194	UNC and AIMS Community College Cooperative Registration Agreement.....	23
Teaching Chinese as a Second Language (CSL) Graduate Certificate	183	UNC Faculty	376
Teaching Concentration.....	228	Unclassified Course Credit	43
Teaching Diverse Learners M.A.....	213	Unclassified Graduate and Visiting Students.....	24
Teaching Diverse Learners M.A. – with dual endorsement in Special Education and Culturally and Linguistically Diverse Education	129	University Libraries	38, 244
Teaching English to Speakers of Other Languages (TESOL) Graduate Certificate	183	University Libraries Faculty	391
Teaching Students with Autism (TSA) Graduate Certificate Program (Non-Degree).....	183	University of Northern Colorado Affirmative Action/Equal Opportunity Policy.....	3
The Center for International Education	29	University of Northern Colorado Points of Pride.....	4
The Graduate School	7	University of Northern Colorado Traditions.....	5
The University Center.....	37	University Police Department (UNCPD).....	38
THEA - Theatre Arts	371	University Withdrawal.....	53
Theatre Education M.A.....	243	Variable Topic Courses.....	43
Theatre Education M.A. – Theatre Educator Intensive.....	130	Veterans Services.....	33
THED - Theatre Education	371	Visual Impairment Concentration	206
Thesis Committee	59	Vocal Performance Concentration	241
Thesis Concentration	223	Voluntary Withdrawal from the University	53
Time Limit.....	61, 62, 72	Welcome from President Andrew Feinstein	3
TIP - Technology Innovation and Pedagogy	372	Western Regional Graduate Program (WRGP)	28
		Withdrawal for Call to Active Military Duty.....	54
		Withdrawal from Course(s)	24
		Withdrawal from Program	24
		WLC - World Languages and Cultures.....	373